the YMCA

FOR YOUTH DEVELOPMENT™
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

HELPING YOUTH THRIVE

A Profile of Santa Clara County Elementary School Students

Full Report

PROJECT CORNERSTONE
A YMCA of Silicon Valley Initiative

SPONSORED IN PART BY

Santa Clara Valley Health & Hospital System
The County of Santa Clara 1850
Kaiser Permanente® thrive
United Way Silicon Valley
Lucile Packard Children's Hospital at Stanford
Lucile Packard Foundation for Children's Health
Palo Alto Medical Foundation, A Sutter Health Affiliate
San Jose Water Company
EMQ FamiliesFirst

the YMCA

PROJECT CORNERSTONE
A YMCA of Silicon Valley Initiative

The Developmental Assets Survey: Young People Talk About Growing Up in Silicon Valley

In Fall 2010, Project Cornerstone administered a survey to 38,000 students in more than 200 schools and 25 districts throughout Santa Clara County. The survey measures developmental assets—the positive values, relationships, and experiences that youth need to thrive. Research proves that the more assets youth possess, the more likely they are to choose healthy activities, succeed in school, and avoid risk behaviors. Conversely, youth with fewer assets are more likely to engage in risk behaviors and fail to achieve at school. The survey also measures risk behaviors and thriving indicators, and correlates them with the presence or absence of developmental assets.

Project Cornerstone previously administered the developmental assets survey in 1999 and 2004. The 1999 survey, administered to 6,800 youth, generated community interest to begin our countywide efforts to increase developmental asset levels and resulted in the creation of our School Partnerships Program, which now serves nearly 150 schools, 1,500 adult volunteers, and more than 30,000 students. The 2004 survey, administered to 13,700 youth, resulted in additional community partnerships and increased school participation in asset-building programs.

We are pleased to release the results of our recent countywide survey to the community. The survey results provide current data about the developmental asset levels, risk behaviors, and thriving indicators of Silicon Valley youth. These help the community understand the ways that we are successful at raising healthy, responsible young people and where we must improve. Because developmental asset levels are directly correlated with academic achievement, school districts and schools are especially interested in better understanding their students' strengths and weaknesses so they can develop strategies to help all of their students succeed.

This document contains executive summaries of the survey results for elementary school students, middle school students, and high school students. To view the full reports, please visit www.projectcornerstone.org.

By providing current data about our youth throughout the community, we hope to renew and revitalize Silicon Valley's commitment to developing healthy, caring, and responsible children and youth.

The 2011 developmental assets survey was funded in by the United States Department of Education (US DOE). Of the $169,500 survey budget, the US DOE contributed $143,000, or 84% of the total cost. Non-government sources provided $26,500, or 16% of the total cost.

Developmental Assets:
A Profile of Your 4th - 6th Grade Students

Me and My World

Survey Report

Santa Clara County
San Jose, CA

Prepared for:
Project Cornerstone
San Jose, CA
Revised May 2011

Search Institute
SURVEY
SERVICES

Contents

Section	Title	Page
I.	Introduction	1
	• Overview of Search Institute's Developmental Assets Framework	1
	• Developmental Assets in Middle Childhood: A Paradigm of Positive Human Development	1
	• How to Use This Report	5
	• How Your Study Was Done	5
	• Notes about Interpreting Your Findings	6
II.	Portrait of Developmental Assets	9
	• A Note on the Differences in Reported Assets between Children and Adolescents	9
	• External Assets	11
	• Internal Assets	14
	• Deficits	17
III.	Portrait of Risk Behavior Patterns and Thriving Indicators	18
IV.	The Power of Developmental Assets in Middle Childhood	21
V.	From Awareness to Action	26
	• The Challenge	26
	• Promoting Developmental Assets	27
	• Taking Action: Search Institute's Five Action Strategies	28
Appendices		
A.	Frequently Asked Questions about Your Survey Report	A-1
B.	Survey Item Percentages by Total Sample, Gender, and Grade	B-1
C.	Item Mapping to Assets, Deficits, Risk Behavior Patterns, and Thriving Indicators	C-1
D.	Bibliography of the Theory and Research on Search Institute's Framework of Developmental Assets	D-1
E.	Search Institute Asset-Promoting Print and Video Resources	E-1

Developmental Assets: A Profile of Your 4th - 6th Grade Students for Santa Clara County. Copyright © 2011 by Search Institute. All rights reserved. Search Institute® and Developmental Assets® are registered trademarks of Search Institute. No part of this publication may be reproduced in any manner whatsoever, mechanical or electronic, without prior permission from the publisher except in brief quotations or summaries in articles or reviews, or as follows:

- Project Cornerstone or its designee may photocopy and distribute this report in its entirety for informational and educational purposes only.
- Project Cornerstone or its designee may reproduce or adapt Figures or Tables to other formats (including, but not limited to, brochures, Web sites, Power Point presentations) provided Search Institute is acknowledged as the source of the information and the developer of the framework of Developmental Assets.
- The text and appendices contained in this report may not be reproduced as part of any adaptations, mechanical or electronic.

Search Institute will treat this report as confidential. Because the data upon which this report is based can be used to advance the understanding of child development, Search Institute reserves the right to add these data to its larger Developmental Assets database. This report is based on data from ***Me and My World***, copyright © 2004 by Search Institute. For additional information, contact Search Institute's Survey Services Department, 1-800-888-7828.

I. Introduction

Since 1958, Search Institute has been proactive in working to create a world where all young people are valued and thrive. To accomplish this mission, Search Institute generates, synthesizes, and communicates new knowledge, convenes organizational and community leaders, and works with state and national organizations. The bedrock of the institute's work is the framework of 40 Developmental Assets—positive experiences, relationships, opportunities, and personal qualities that young people need to grow up healthy, caring, and responsible. Created in 1990, the framework is grounded in research on child and adolescent development, risk prevention, and resilience. The assets represent a common core of developmental building blocks crucial for all children, regardless of community size, region of the country, race/ethnicity, gender, family economics, sexual orientation, or ability status. Using data from a child self-report measure, *Me and My World* (MMW)—a Search Institute survey of Developmental Assets for grades 4 through 6, this report summarizes the extent to which children in your community experience these assets and how the assets relate to their behavior.

Overview of Search Institute's Developmental Assets Framework

Search Institute has found that focusing on the strengths and resources of all children and youth is a powerful approach that engages communities to mobilize and act in the service of their children. The Developmental Assets model recognizes that promoting healthy child and youth development requires the participation of all members of a community, because many of the core processes of positive development are increasingly absent in most towns and cities. These include adult support, positive intergenerational relationships, safe places, clear and consistent boundaries, participation in constructive activities, commitment to learning, consistent attention to values, and practice in serving others. The fragility of this developmental infrastructure explains many of the behavioral choices children make that concern us.

Strengthening, and in some cases rebuilding, this developmental infrastructure is essential for the positive development of all young people in all communities. And, everyone has a role to play. Though support from professionals and the public sector is needed, much of the responsibility and capacity for the healthy development of children and youth is in the hands of the people who interact with young people every day—families, friends, neighbors, seniors, law enforcement, businesses, religious institutions, and other citizens.

Developmental Assets in Middle Childhood: A Paradigm of Positive Human Development

Children entering the middle childhood years as we define it (grades 4-6, or roughly 8-12 years of age) are rapidly "coming into their own," beginning to seek the kind of autonomy and independence that typify the majority of young people during adolescence in the United States (Scales, Sesma, & Bolstrom, 2004). Additionally, in a prelude to adolescence, emotional, interpersonal, and academic demands increase for children in middle childhood. Thus, it is vital to know whether our children are well-prepared to enter into this stage of greater maturity and how parents, teachers, neighbors, and community resources can help prepare children for this developmental transition.

Search Institute's framework for positive development during the middle childhood years provides a means not only for assessing your children but also for mobilizing community-wide attention to and action on promoting the healthy development of young people.

The 40 assets for middle childhood and their definitions are listed in Figure 1. The assets are grouped into two major types:

1. **External assets** are positive developmental experiences that surround children with support, empowerment, boundaries and expectations, and opportunities for constructive use of time. When provided by many different formal and informal systems in a community, they stimulate and nurture positive development in children.

2. **Internal assets** are a young person's own commitments, values, and competencies. They are grouped into categories of educational and learning commitment, positive values, social competencies, and positive identity. As with the external assets, community is important for the development of these internal assets.

Figure 1: Developmental Assets with Definitions

External Assets

Asset Category	Asset Name	Definition
Support	1. Family support	Family life provides high levels of love and support.
	2. Positive family communication	Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).
	3. Other adult relationships	Child receives support from adults other than her or his parent(s).
	4. Caring neighborhood	Child experiences caring neighbors.
	5. Caring school climate	Relationships with teachers and peers provide a caring, encouraging school environment.
	6. Parent involvement in schooling	Parent(s) are actively involved in helping the child succeed in school.
Empowerment	7. Community values youth	Child feels valued and appreciated by adults in the community.
	8. Children as resources	Child is included in decisions at home and in the community.
	9. Service to others	Child has opportunities to help others in the community.
	10. Safety	Child feels safe at home, at school, and in her or his neighborhood.
Boundaries and Expectations	11. Family boundaries	Family has clear and consistent rules and consequences and monitors the child's whereabouts.
	12. School boundaries	School provides clear rules and consequences.
	13. Neighborhood boundaries	Neighbors take responsibility for monitoring the child's behavior.
	14. Adult role models	Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.
	15. Positive peer influence	Child's closest friends model positive, responsible behavior.
	16. High expectations	Parent(s) and teachers expect the child to do her or his best at school and in other activities.
Constructive Use of Time	17. Creative activities	Child participates in music, art, drama, or creative writing two or more times per week.
	18. Child programs	Child participates two or more times per week in cocurricular school activities or structured community programs for children.
	19. Religious community	Child attends religious programs or services one or more times per week.
	20. Time at home	Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.

Figure 1: Developmental Assets with Definitions (Cont'd)

Internal Assets

Asset Category	Asset Name	Definition
Commitment To Learning	21. Achievement motivation	Child is motivated and strives to do well in school.
	22. Learning engagement	Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.
	23. Homework	Child usually hands in homework on time.
	24. Bonding to adults at school	Child cares about teachers and other adults at school.
	25. Reading for pleasure	Child enjoys and engages in reading for fun most days of the week.
Positive Values	26. Caring	Parent(s) tell the child it is important to help other people.
	27. Equality and social justice	Parent(s) tell the child it is important to speak up for equal rights for all people.
	28. Integrity	Parent(s) tell the child it is important to stand up for one's beliefs.
	29. Honesty	Parent(s) tell the child it is important to tell the truth.
	30. Responsibility	Parent(s) tell the child it is important to accept personal responsibility for behavior.
	31. Healthy lifestyle	Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.
Social Competencies	32. Planning and decision making	Child thinks about decisions and is usually happy with results of her or his decisions.
	33. Interpersonal competence	Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.
	34. Cultural competence	Child knows and is comfortable with people of different racial, ethnic, & cultural backgrounds and with her or his own cultural identity.
	35. Resistance skills	Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.
	36. Peaceful conflict resolution	Child attempts to resolve conflict nonviolently.
Positive Identity	37. Personal power	Child feels he or she has some influence over things that happen in her or his life.
	38. Self-esteem	Child likes and is proud to be the person he/she is.
	39. Sense of purpose	Child sometimes thinks about what life means and whether there is a purpose for her or his life.
	40. Positive view of personal future	Child is optimistic about her or his personal future.

How to Use This Report

This report contains important insights about the young people in your community. It includes information about the challenges they face and the internal strengths and external supports they have to meet those challenges.

In reading a report such as this, people may question the accuracy of individual numbers or their meanings. Some general guidelines for interpretation may be helpful:

- First, differences of 5% or more between grade levels or between males and females are worthy of thought and consideration. Please note that differences of 5% are not always statistically significant, but in the context of the overall pattern of results, community residents may find them meaningful in considering courses of action.
- Second, it is often helpful to look for patterns of findings rather than to focus on one specific asset or finding. For example, does one grade or set of grades consistently report fewer assets?
- Third, do not overwhelm others with numbers at the risk of losing their understanding of key messages. Rather, make more use of the numbers and figures that give the overall messages, such as the average number of assets your children report.

Many people in your community will benefit from the information in this report. These include educators, parents, young people, youth workers, community leaders, policy makers, media, religious leaders, employers, coaches, health care providers, and so on. Use local resources or those from Search Institute to help you communicate these findings to others. (See Appendix E for suggested asset-promoting print and video resources.)

Once you have shared information with key people and groups, your community can begin to focus on the important work of asset building. This, of course, requires a long-term, community-wide effort. While this report gives a snapshot of children at a particular point in time, asset building begins at birth and continues through childhood, adolescence, and beyond. Section V of this report highlights some ideas for getting started as an asset-building community. Once you do, you will find that there are many individuals and groups in your own community that already are involved in asset building. You also will find that many people and organizations have creative new ways to build assets. Asset building is not a program—it is a catalyst for connecting and empowering all sectors of your community in a long-term effort. Your data—and this report—should be seen as a tool to engage and mobilize all stakeholders, which includes both adults and children, to help create a social climate that supports their engagement with young people.

How Your Study Was Done

The survey *Me and My World* (MMW) was used to measure these assets among children in your community. The MMW was administered in Fall, 2010 to students in grades 4 through 6 at Berryessa Elementary School District, Cambrian Elementary School District, Campbell Union School District, Cupertino Union School District, Diocese of San Jose, Franklin-McKinley School District, Gilroy Unified School District, Loma Prieta School District, Los Altos Elementary School District, Los Gatos Union School District, Moreland School District, Morgan Hill Unified School District, Mountain View-Whisman School District, Palo Alto Unified School District, San Jose Unified School District, Saratoga Union School District, Sunnyvale School District, and Union School District in Santa Clara County, CA. Standardized administration procedures were provided to school staff by Search Institute to enhance the quality of the data. To ensure complete student anonymity, no names or identification numbers were used.

Parental permission was required for students to participate in the survey. Caution should be used when interpreting these results as they may not adequately represent the full student population in these grade levels.

Notes about Interpreting Your Findings

In developing the MMW, great care was taken to create an instrument that addresses two key factors—reading level of respondents and creating survey questions that are suitable for the cognitive abilities of children in middle childhood (such as asking students to think about concrete examples rather than asking them to think of hypothetical or abstract concepts). Each of these factors plays an important role in the validity and reliability of the survey instrument. For the majority of the Developmental Assets scales, the MMW has acceptable to good reliabilities and good evidence of validity.

Described below are additional factors that influence your survey findings:

Data cleaning. To create the final set of data on which these findings are based, steps were taken to ensure the data are as high quality as possible. To do so, surveys were eliminated from the dataset if students marked a grade level other than the grade level(s) being surveyed. In addition, surveys were eliminated when there was missing data on 41 or more (25%) of the 165 items in the survey. Typically, between 1 to 5 percent of surveys are discarded for these reasons. If the percentage of discarded surveys is greater than 10 percent, caution should be used in interpreting the results, as some bias may be present. For this report, surveys (9%) were eliminated from the dataset.

Sample characteristics. When reviewing your data, it is important to look at the characteristics of the children represented in the dataset (see Figure 2). The quality of the data is affected by the degree to which the surveyed children represent the students in the participating school(s). If a random sample was used, the sample needs to be large enough to appropriately represent the student population. Studies intended to assess all children should ideally obtain data from at least 80% of the students. Neither method produces perfect results, but both can provide quality information about your children.

Response option formats. Unlike surveys of older youth, research has shown that some younger children may have a tendency to respond using the extremes in the types of response formats used for many of the *Me and My World* survey items (e.g., a 5-point scale ranging from Strongly Agree to Strongly Disagree)[1]. It is possible that, while the survey items were understood in terms of reading level comprehension for these elementary students, the items may have been difficult for some children to answer realistically due to their stage of developmental maturity and the subsequent limitations in cognitive ability at these ages.

Ambiguous responses. Any item with greater than 20% of the responses either "Not Sure" or missing (the student did not answer the question) should be interpreted cautiously. On one hand, this may mean that many students were confused by the question and found it difficult to answer. On the other hand, it may instead mean that a relatively large percentage of students truly are not yet sure about their attitudes and the experiences in their lives. The assets pertaining to these items may provide potential points of influence for your community, as students haven't yet "made up their minds" regarding how they feel. As community residents seek the meaning in these data, you will need to decide whether it is important to find out more about why a large proportion of your children either were unsure about, or chose not to respond to,

[1] Chambers, C. T., & Johnston, C. (2001). Developmental differences in children's use of rating scales. *Journal of Pediatric Psychology, 27*, 27-36.

these specific items. (See Appendix B for a list of all survey items with response option percentages.)

Maintaining anonymity. In this report, percentages are generally reported by total group, by gender, and by grade. To protect anonymity, if data are available from fewer than 30 students in any grade, percentages are reported for combinations of grades, for example combining data for your 4th and 5th grade students. Also, gender data will not be reported if there are fewer than 30 students in either gender category. When the sample sizes at the individual grade levels are 50 students or fewer, caution should be used in making comparisons among grades, unless the sample sizes represent the total number of students in those grades.

Characteristics of the students participating in your study are given in Figure 2.

Figure 2: Demographics of Students Surveyed

		Number of Students	Percent of Total
Total Sample		13377	100
Gender*	Male	6445	50
	Female	6556	50
Grade*	4	5302	41
	5	6303	48
	6	1470	11
Race / Ethnicity*	American Indian or Alaska Native	221	2
	Asian	2662	21
	Black or African American	263	2
	Hispanic or Latino/Latina	2383	18
	Native Hawaiian or Other Pacific Islander	116	1
	White	4206	33
	Other	1336	10
	Multi-racial	1751	14

*Numbers may not sum to "Total Sample" due to missing information. Less than 0.5% rounded to zero.

II. Portrait of Developmental Assets

In this section, information about your young people's assets is presented in various forms. Both the average number of assets your children report plus the percentage of children who report each asset are noted. Whether a child is said to have an asset is based on how he or she answered the questions that measure the asset. In order to simplify reporting and focus attention on overall trends, all assets are assessed as either present or absent in a child's life. In reality, of course, children experience assets in degrees, not as either all or nothing.

Figure 3 shows the average number of assets for all students combined, as well as by grade. Communities typically find motivation for individual and community asset-building actions by creating a shared vision for the average number of assets you want your children to experience. This approach reminds citizens that, while the total number of assets is important, there are many different asset combinations that contribute to the healthy development of children. For example, a group of children each with 26 assets is likely to have a different set of 26 in their asset profile. Thus, efforts to build all 40 assets are critical.

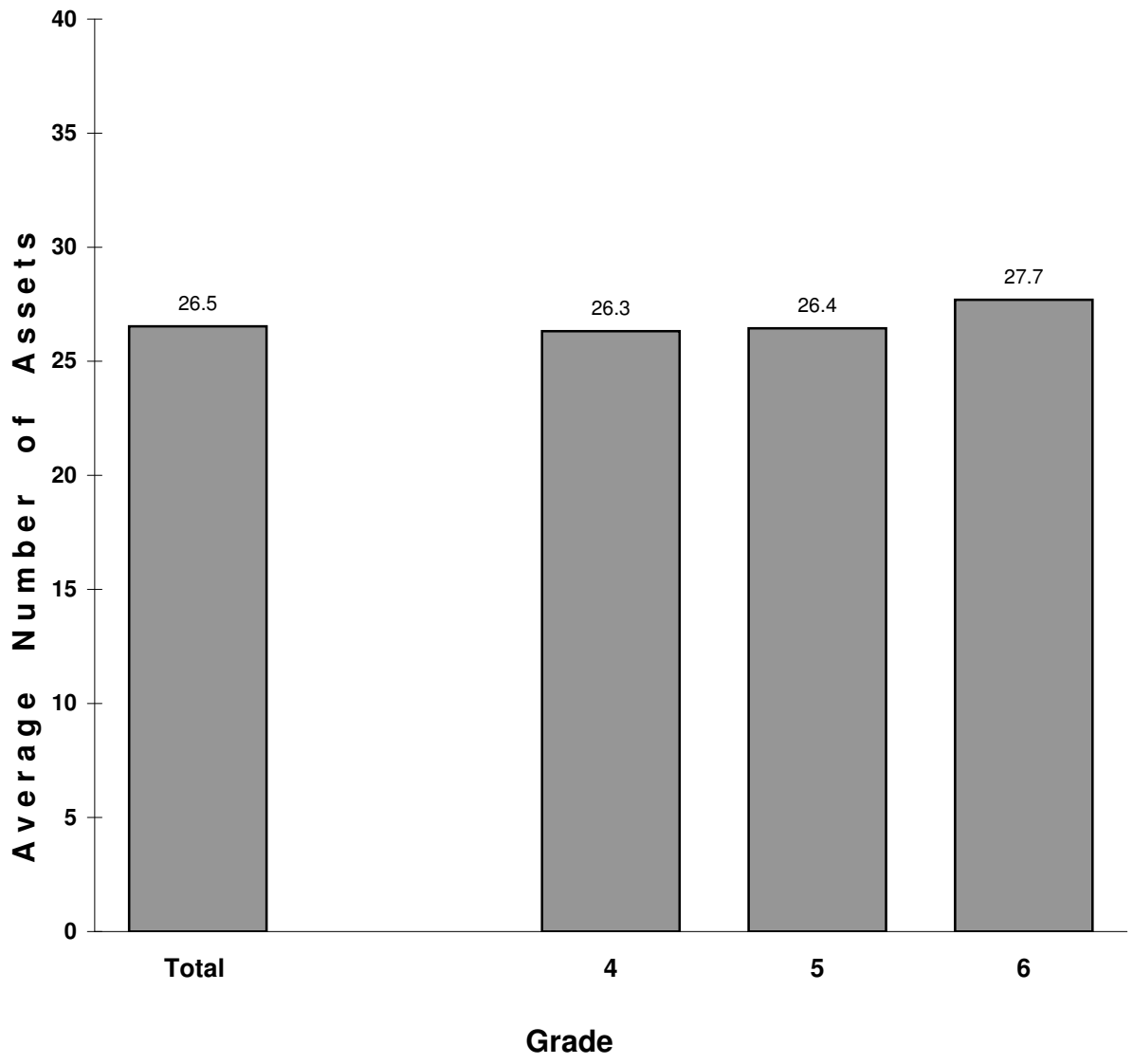
A Note on the Differences in Reported Assets between Children and Adolescents

Results from initial studies using the MMW indicate that the number of assets reported by children in middle childhood tends to be greater than the number of assets reported by adolescents. For example, 36% of the 4th – 6th graders (1,294 students) in our field tests had 31 to 37 assets (Scales, Sesma, & Bolstrom, 2004), compared to 9% of 6th – 12th graders (217,277 students) who were in the highest asset quartile (31-40 assets) (*Developmental Assets: A Profile of Your Youth*, 2001, unpublished report). It is possible that some of these striking differences are due to wording differences between the elementary and adolescent surveys that make it easier for elementary students to be scored as having some of the assets. For example, for the Constructive-Use-of-Time assets, adolescents need to report the number of <u>hours</u> per average week they do the activity, but elementary students are asked to report the less precise number of <u>times</u> per week they do the activity. Elementary students also may have a more positive bias in their reporting. But these findings also are consistent with previous research and supportive of Developmental Assets theory, in that studies consistently find preadolescents more likely than adolescents to have the relationships and opportunities needed for positive development (see Scales, Sesma, & Bolstrom, 2004, for more discussion on this topic).

Figure 3: The average number of 40 assets your children report, for the total sample and by grade level. Each student's responses are analyzed to determine whether s/he has each asset. The number of assets are then averaged across groups (total sample and grade level). Attention should be focused on increasing the number of assets your children report having.

Questions to consider: What is the average number of assets reported by your children? How do the number of assets compare across grades? Are there any grades reporting low numbers of assets?

Figure 3: Average Number of 40 Assets



External Assets

Figure 4 and Figure 5 show the overall percentages of students who report each *external* asset as well as the percentages by grade and gender. The external assets are the positive experiences and supports a young person receives from formal and informal connections to others in the community. There are 20 external assets, divided into four categories: **Support, Empowerment, Boundaries & Expectations,** and **Constructive Use of Time**.

The **SUPPORT** assets refer to the way young people experience love, affirmation, and acceptance. Ideally, young people experience an abundance of support not only in their families but also from many other people in their schools and communities.

The **EMPOWERMENT** assets relate to the key developmental need for students to feel valued, valuable, and safe. The empowerment assets highlight this need, focusing on students' perceptions of their families, schools, and communities, and opportunities for students to contribute to society in meaningful ways.

BOUNDARIES and EXPECTATIONS assets refer to the need for children to have clear and enforced boundaries, exposure to positive role models, and consistently high expectations for behavior. Ideally, boundary assets are experienced in the settings of family, school, and neighborhood, providing a set of consistent messages about appropriate and acceptable behavior across socializing systems.

The final category of external assets is **CONSTRUCTIVE USE OF TIME**. One of the prime characteristics of a healthy community for children is a rich array of structured opportunities for children and adolescents. Whether through schools, community organizations, or religious institutions, these structured activities contribute to the development of many of the internal and external assets.

Figure 4: The percentage of your surveyed children reporting each of the external assets, listed under four general external asset categories. This bar graph gives a visual presentation of the differences in percentages in the external assets.

Questions to consider: Where are the strengths and needs of your children with respect to external assets? That is, which assets do more of your children report, and which do fewer report? Are there some *categories* of assets that are particularly high or low in general?

Figure 4: Percentage of Students Reporting Each of 20 External Assets

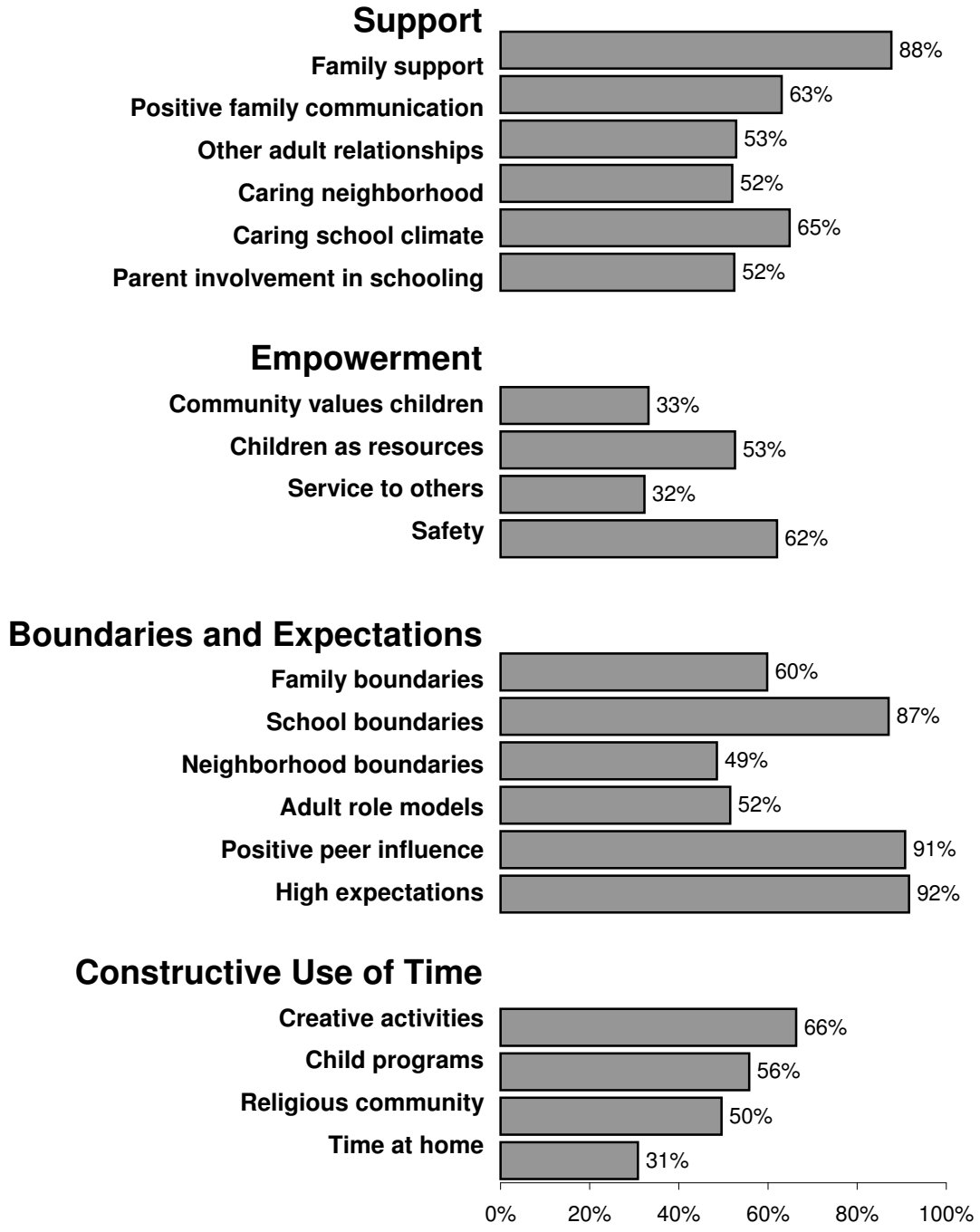


Figure 5: The percentage of your surveyed children reporting each of 20 external assets, for the total sample, by gender, and by grade. The 20 external assets are listed under the four general external asset categories. You will notice that the percentages for the total sample correspond to those presented graphically in Figure 4.

PLEASE NOTE: Percentages across rows do not add up to 100% because percentages are based on the column group membership. For example, if a value of 60% is under the 4th grade category for family support, that means that 60% of the *4th grade children you surveyed* "have" the family support asset; conversely, 40% of the *4th grade children you surveyed* do not "have" the family support asset.

Questions to consider: Are there differences between males and females? Do females report certain external assets more than males, and vice versa? Are there certain grades reporting consistently higher or lower levels of external assets?

Figure 5: Percent of Students Reporting Each External Asset, by Gender & Grade

External Asset	Total Sample	Gender		Grade		
		M	F	4	5	6
Support						
1. Family support	88	86	89	87	88	89
2. Positive family communication	63	62	65	63	63	64
3. Other adult relationships	53	50	56	52	53	55
4. Caring neighborhood	52	49	55	52	51	57
5. Caring school climate	65	62	68	65	65	67
6. Parent involvement in schooling	52	50	55	51	52	60
Empowerment						
7. Community values children	33	31	35	34	31	36
8. Children as resources	53	50	55	52	52	56
9. Service to others	32	28	36	32	31	38
10. Safety	62	60	64	55	65	78
Boundaries and Expectations						
11. Family boundaries	60	57	63	58	61	63
12. School boundaries	87	87	87	86	88	90
13. Neighborhood boundaries	49	46	51	49	48	51
14. Adult role models	52	48	55	51	52	55
15. Positive peer influence	91	88	94	90	91	94
16. High expectations	92	90	93	91	92	93
Constructive Use of Time						
17. Creative activities	66	59	74	65	66	73
18. Child programs	56	61	51	53	56	64
19. Religious community	50	48	51	51	49	47
20. Time at home	31	24	38	31	30	35

Internal Assets

Figure 6 and Figure 7 show the overall percentage of children with each *internal* asset and the percentage by grade and gender. The internal assets are those things a community and family nurture within children so they can contribute to their own development. There are 20 internal assets divided into four categories: **Commitment to Learning, Positive Values, Social Competencies,** and **Positive Identity**.

COMMITMENT TO LEARNING is essential to young people in today's information-loaded society. Developing an internal intellectual curiosity and the skills to gain new knowledge and learn from experience are important characteristics for a future workforce that must adapt to rapid change.

POSITIVE VALUES involve the child's family laying the groundwork for the eventual personal ownership of a value system by actively teaching her or him the importance of personal values. Though there are many values that parents or caregivers seek to nurture and instill in their children, the asset framework focuses on six values known to both help prevent high-risk behaviors *and* promote caring for others

SOCIAL COMPETENCIES reflect the important personal skills children need to navigate through the maze of increased choices and options they face in middle childhood. These skills also lay a foundation for the development of independence and competence in adolescence.

POSITIVE IDENTITY assets focus on children's view of themselves—their own sense of power, purpose, worth, and promise. Without these assets, young people risk feeling ineffective and without a sense of initiative and meaning.

Figure 6: The percentage of your surveyed children reporting each of the internal assets, listed under the four general internal asset categories. This bar graph gives a visual presentation of the differences in percentages in the internal assets.

Questions to consider: Where are the strengths and needs of your children with respect to internal assets? That is, which assets do more of your children report, and which do fewer report? Are there some *categories* of assets that are particularly high or low in general?

Figure 6: Percentage of Students Reporting Each of 20 Internal Assets

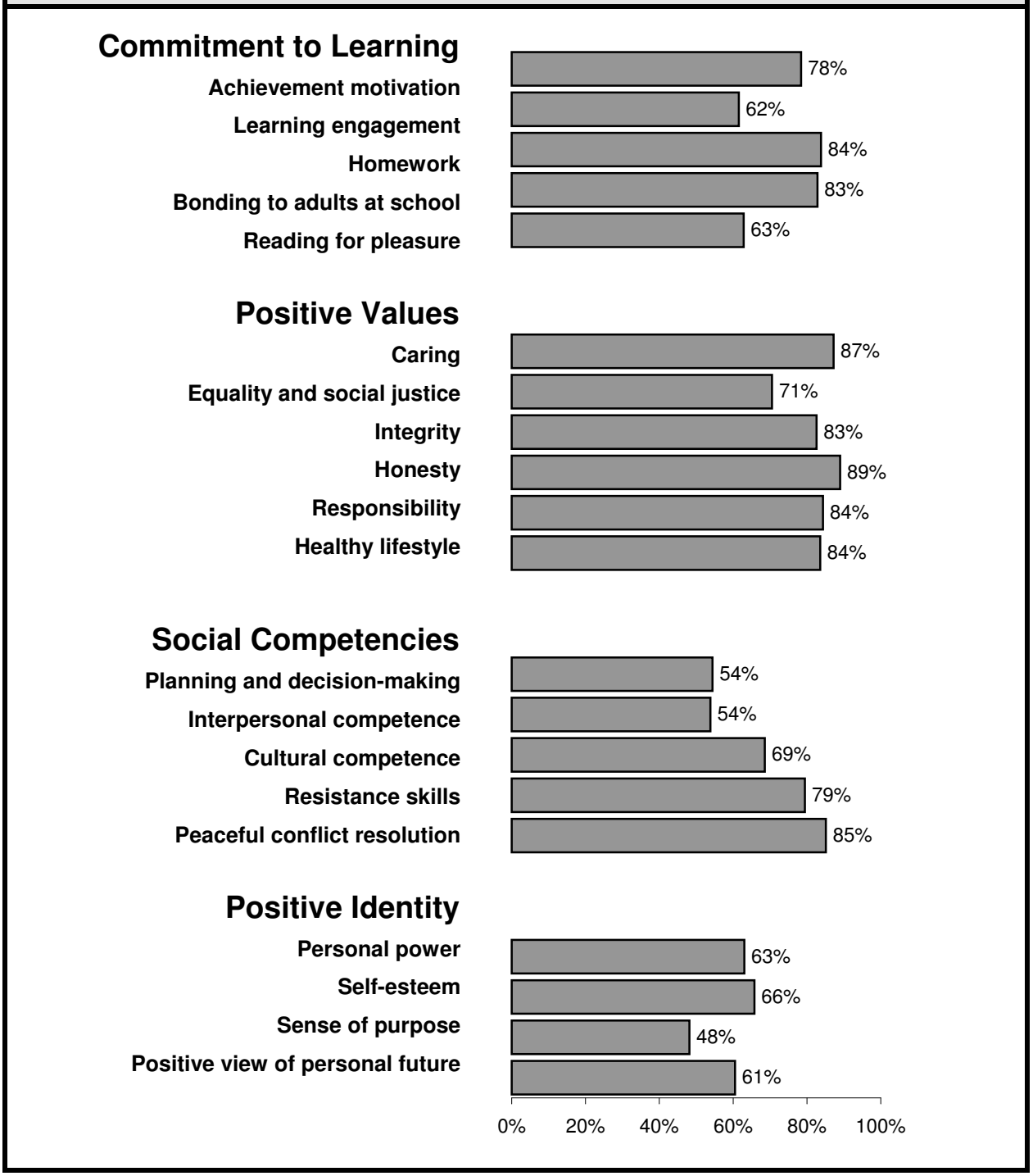


Figure 7: The percentage of your surveyed children reporting each of 20 internal assets, for the total sample, by gender, and by grade. The 20 internal assets are listed under the four general internal asset categories. You will notice that the percentages for the total sample correspond to those presented graphically in Figure 6.

PLEASE NOTE: Percentages across rows do not add up to 100% because percentages are based on the column group membership. For example, if a value of 60% is under the 4th grade category for achievement motivation, that means that 60% of the *4th grade children you surveyed* "have" the achievement motivation asset; conversely, 40% of the *4th grade children you surveyed* do not "have" the achievement motivation asset.

Questions to consider: Are there differences between males and females? Do females report certain internal assets more than males, and vice versa? Are there certain grades reporting consistently higher or lower levels of internal assets?

Figure 7: Percent of Students Reporting Each Internal Asset, by Gender & Grade

Internal Asset	Total Sample	Gender		Grade		
		M	F	4	5	6
Commitment to Learning						
21. Achievement motivation	78	75	82	77	79	82
22. Learning engagement	62	56	67	65	60	57
23. Homework	84	80	87	83	84	87
24. Bonding to adults at school	83	78	88	85	82	79
25. Reading for pleasure	63	58	68	62	63	66
Positive Values						
26. Caring	87	85	89	86	88	91
27. Equality and social justice	71	68	73	68	71	78
28. Integrity	83	80	85	80	84	87
29. Honesty	89	87	91	88	90	91
30. Responsibility	84	82	86	82	86	87
31. Healthy lifestyle	84	80	87	82	84	88
Social Competencies						
32. Planning and decision-making	54	50	58	55	54	57
33. Interpersonal competence	54	46	62	54	53	60
34. Cultural competence	69	65	72	65	70	74
35. Resistance skills	79	76	83	79	79	85
36. Peaceful conflict resolution	85	80	90	89	83	81
Positive Identity						
37. Personal power	63	62	64	62	63	67
38. Self-esteem	66	65	67	64	66	73
39. Sense of purpose	48	49	47	48	48	50
40. Positive view of personal future	61	58	63	59	61	65

Deficits

Assets form part of the developmental infrastructure on which healthy lives are built. Deficits are countervailing influences that can interfere with a child's healthy development by limiting access to external assets, blocking development of internal assets, or easing the way into risky behavioral choices. Deficits are negative influences, none of which necessarily does permanent harm, but each of which makes harm more possible.

Figure 8: The percentage of your surveyed children reporting each of 3 developmental deficits, for the total sample, by gender, and by grade. Each of these deficits can interfere with the development of assets. Each also is correlated with poor developmental outcomes. Although this report advocates community-based efforts to promote Developmental Assets, communities must also focus attention on preventing these deficits and lessening broader related deficits that make it harder for all children to thrive (e.g., poverty, racism).

PLEASE NOTE: Percentages across rows do not add up to 100% because percentages are based on the column group membership. For example, if a value of 60% is under the 4th grade category for alone at home, that means that 60% of the *4th grade children you surveyed* "have" the alone at home deficit; conversely, 40% of the *4th grade children you surveyed* do not "have" the alone at home deficit.

Questions to consider: What percentage of your children are reporting these deficits? Are there differences between males and females, or across grade levels? How do these differences in deficits relate to the differences in the assets you have already detected?

Figure 8: Percent of Students Reporting Deficits, by Gender & Grade

Deficit	Definition	Total Sample	Gender		Grade		
			M	F	4	5	6
Alone at Home	Less than 1 hour per day of adult supervision after school	32	35	28	35	30	26
TV Overexposure	Watches TV or videos two or more hours per school day	39	43	34	37	41	34
Victim of Violence	Reports yes to "In the last year, has anyone hurt you by punching, hitting, slapping or scratching you?"	38	44	32	40	38	32

III. Portrait of Risk Behavior Patterns and Thriving Indicators

This section presents information about your children's involvement in both risky behaviors as well as positive health-promoting behaviors that suggest they are *thriving* and not merely developing adequately. While some of these indicators parallel typical behaviors measured in surveys of adolescents (e.g., helping others, valuing diversity, alcohol use), we also included other developmentally appropriate markers of thriving and risk. For example, the inclusion of "coregulation" as a thriving indicator reflects the growing importance of children helping to make decisions about matters of interest to them.

The MMW survey includes six questions about the extent to which students are involved in risk-taking behaviors. Although a single instance of a risky behavior may indicate very poor judgment, it does not necessarily indicate a serious, ongoing problem. Thus, we do not define a single occurrence of a risk behavior in the last year as a behavior problem. Two or more such instances, however, begin to reflect a **pattern** of problem behavior that, for children in middle childhood, is cause for concern. (For further discussion on the difference between risk behaviors and risk behavior patterns, see the FAQ in Appendix A.) The risk behavior patterns studied in the survey are; use of alcohol, tobacco, marijuana, antisocial behavior, physical aggression/violence and sadness.

Note that while risk behavior patterns are measured in this survey, detailed results on how your children responded <u>should be considered with caution</u>. Field test results of this survey, as well as national studies of risk-taking behavior, indicate that the rate of some risk behaviors (e.g., drug use) for this age group is quite low. In cases where less than 5% of your children report engaging in any risk behavior patterns, extreme caution is advised as the number of children may be too small to enable a reliable and valid interpretation. Regardless of total sample size, these behaviors are exhibited by only a small fraction of children in grades 4-6. With the exception of violence and sadness, the risk behavior patterns we measure are rare occurrences; their explanation could have considerably more to do both with factors not measured in the MMW and by idiosyncratic experiences by individual children, rather than the overall number of assets or the effect of an intentional asset-building effort.

Figure 9: The percentage of your surveyed students reporting each of the six risk behavior patterns by gender and by grade.

PLEASE NOTE: Percentages across rows do not add up to 100% because percentages are based on the column group membership. For example, if a value of 10% is under the 4th grade category for Alcohol, that means that 10% of the *4th grade children you surveyed* have used alcohol during the last year; conversely, 90% of the *4th grade children you surveyed* did not use alcohol more than once during the last year.

Questions to consider: What percentage of your students report engaging in risk behavior patterns? Are there differences between males and females, or across grade levels? How do these differences relate to the differences in the assets or the deficits that you have already detected?

Figure 9: Percent of Youth Reporting Risk Behavior Patterns, by Gender & Grade

		Total	Gender		Grade		
Risk Behavior Pattern	**Definition**	**Sample**	**M**	**F**	**4**	**5**	**6**
Alcohol	Has used alcohol more than once during the last year	4	6	3	4	4	4
Tobacco	Has smoked cigarettes more than once during the last year	2	3	1	3	2	1
Marijuana	Has used marijuana more than once during the last year	2	3	2	3	2	1
Anti-social Behavior	Has damaged property just for fun more than once during the last year	3	4	2	4	3	2
Physical Agression/ Violence	Has hit or beat someone up more than once during the last year	9	13	6	9	9	8
Sadness	Has felt sad or depressed a few or more times during the last month	35	33	37	37	35	31

Note: Less than 0.5% rounded to zero.

Figure 10: The percentage of your surveyed students reporting each of the seven thriving indicators by gender and by grade.

PLEASE NOTE: Percentages across rows do not add up to 100% because percentages are based on the column group membership. For example, if a value of 70% is under the 4th grade category for school success, that means that 70% of the *4th grade children you surveyed* "have" the school success thriving indicator; conversely, 30% of the *4th grade children you surveyed* do not "have" the school success thriving indicator.

Questions to consider: What percentage of your students report engaging in thriving behaviors? Are there differences between males and females, or across grade levels? How do these differences relate to the differences in the assets, deficits, or risk behavior patterns that you have already detected?

Figure 10: Percent of Students Reporting Thriving Indicators, by Gender & Grade

Thriving Indicator	Definition	Total Sample	Gender		Grade		
			M	F	4	5	6
School Success	Child gets mostly "A's, or Outstanding/ Excellent marks" or mostly "B's, or Good/ Above Average marks."	80	78	82	80	78	90
Helps Others	Child helps friends, neighbors, or others on one or more days per week.	65	60	70	64	64	69
Values Diversity	Child values having diverse friends and gets along well with people who are of a different race or culture than the child.	83	80	85	77	85	91
Delays Gratification	Child can wait for a larger reward later, rather than needing to obtain a smaller reward immediately.	61	59	63	61	60	67
Coregulation	Child often helps parents make decisions about things the child cares about.	76	74	78	72	77	85
Coping	Child regularly uses active coping skills to deal with problems.	48	46	50	45	49	56
Life Satisfaction	Child is satisfied with her or his life.	84	83	86	83	84	88

IV. The Power of Developmental Assets in Middle Childhood

Fortunately, the choices young people make about how to act, what to do, and who to be are not made simply by chance. Their decisions are made on the basis of a web of external and internal influences, including the Developmental Assets. The figures in this section reflect how the assets your children experience influence the choices they make regarding risk behavior patterns and thriving indicators.

Search Institute's studies with adolescents have consistently shown that young people who experience more of the Developmental Assets are less likely to report engaging in patterns of risky behavior and more likely to report indicators of thriving. In other words, the more assets a young person experiences, the more likely he or she will choose a healthy lifestyle. This has been consistent regardless of age, race, gender, family economics, or region of the country.

Early research looking at the relation between assets and risk behavior patterns among students in 4th – 6th grades indicates that the differences across asset groups may be small and not as striking as it is for adolescents (6th – 12th graders). If your data show small changes in risk behaviors across asset groups, it is most likely due to two patterns seen in our middle childhood data to date: a) children in middle childhood tend to report experiencing more assets than do adolescents (see page 9 for further discussion of this issue); and b) far fewer children in middle childhood report engaging in risk behaviors than do adolescents. Each of these factors, singly or together, contributes to more modest changes across asset groups.

Figure 11: Average number of risk behavior patterns by asset levels. This bar graph illustrates the effect of assets on risk behavior patterns among your students. Your children were first grouped by the total number of assets each reported (0-10, 11-20, 21-30, 31-40), and then the average number of the 6 risk behavior patterns was calculated for each group.

Questions to consider: What is the general pattern of risk-taking as you move across asset levels? (Does the number of risk behavior patterns decrease as the number of assets increases? If not, what are possible explanations?

Figure 11: Average Number of Six Risk Behavior Patterns, by Asset Level

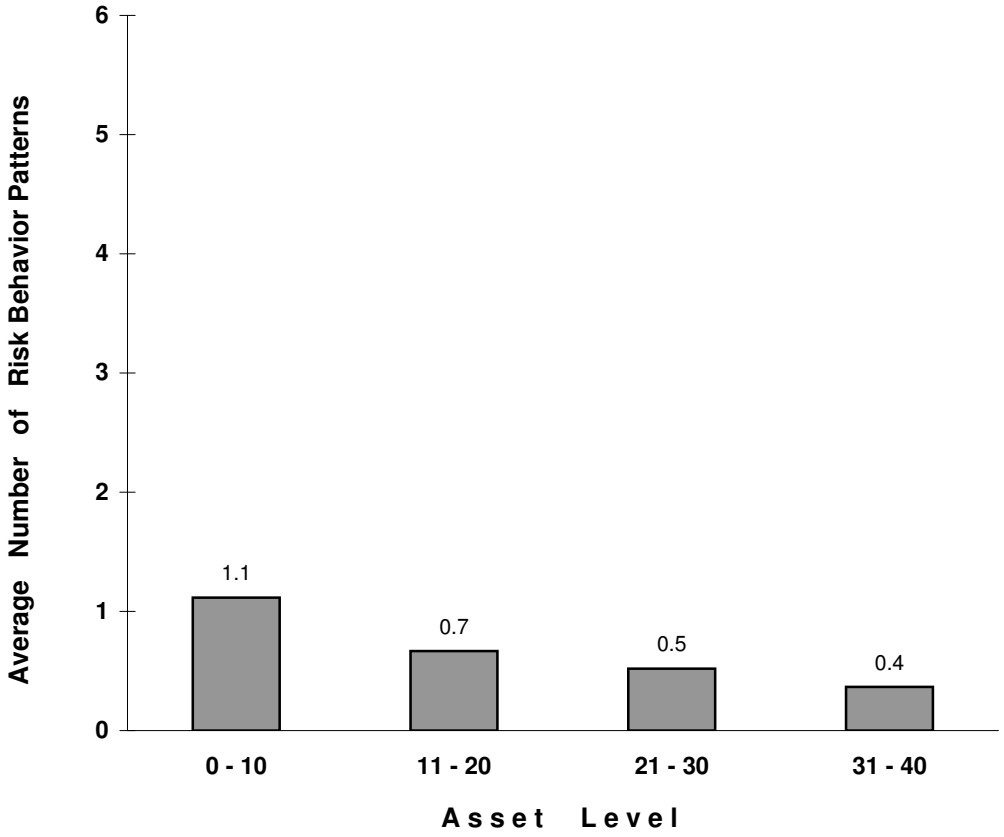


Figure 12: The protective implications of Developmental Assets—the percentage of your surveyed children reporting each of six risk behavior patterns. These findings are reported for the total sample and by asset level. This table presents the risk behavior patterns and their definitions within the survey, together with the percentage of the total sample reporting each. In addition, percentages are reported by asset level (0-10, 11-20, 21-30, 31-40). As noted on page 18, caution is advised when interpreting instances where fewer than 5% of the sample report engaging in a particular risk behavior pattern.

PLEASE NOTE: Percentages across rows do not add up to 100% because percentages are based on the column group membership. For example, if a value of 10% is under the 0 to 10 category for Alcohol, that means that 10% of your children *who report 0 to 10 assets* used alcohol more than once during the last year; conversely, 90% of your children *who report 0 to 10 assets* did not use alcohol more than once during the last year.

Questions to consider: What is the pattern of risk behaviors as you move across asset levels? Is the pattern consistent with what you would expect?

Figure 12: Percent of Students Reporting Risk Behavior Patterns, by Asset Level

Risk Behavior Pattern	Definition	Total Sample	Number of Assets			
			0 - 10	11 - 20	21 - 30	31 - 40
Alcohol	Has used alcohol more than once during the last year	4	13	5	3	2
Tobacco	Has smoked cigarettes more than once during the last year	2	8	2	1	1
Marijuana	Has used marijuana more than once during the last year	2	6	2	1	1
Anti-social Behavior	Has damaged property just for fun more than once during the last year	3	12	4	2	1
Physical Agression/ Violence	Has hit or beat someone up more than once during the last year	9	29	14	8	4
Sadness	Has felt sad or depressed a few or more times during the last month	35	46	40	37	29

Note: Less than 0.5% rounded to zero.

Figure 13: Average number of 7 thriving indicators by asset level. Just as assets protect children against engaging in risky behaviors, they also promote engaging in positive, developmentally appropriate behaviors. As this bar graph shows, children with more assets generally report higher levels on the seven thriving indicators.

Questions to consider: Do assets make a difference for your children? Do your children follow the typical pattern of increasing levels of thriving indicators paired with higher levels of assets?

Figure 13: Average Number of Seven Thriving Indicators, by Asset Level

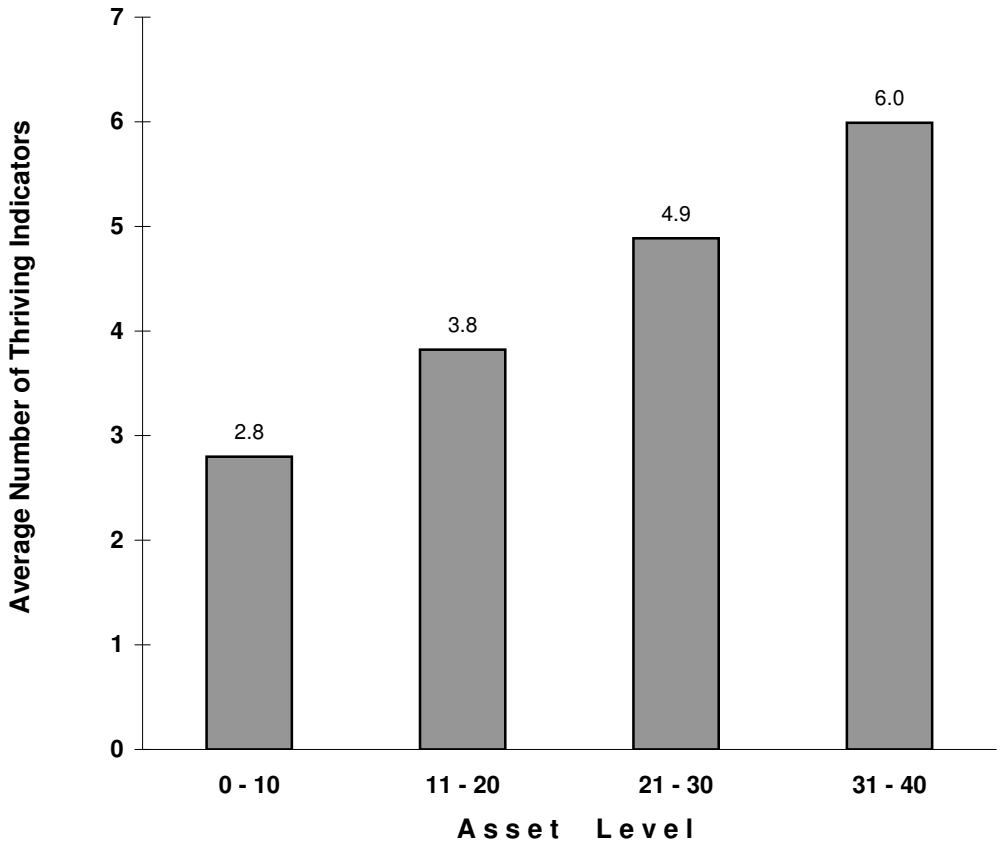


Figure 14: The positive implications of Developmental Assets—the percentage of your surveyed children reporting each of of seven thriving indicators. These findings are reported for the total sample and by asset level. This table presents the thriving indicators and their definitions within the survey, together with the percentage of the total sample reporting each. In addition, percentages are reported by asset level (0-10, 11-20, 21-30, 31-40).

PLEASE NOTE: Percentages across rows do not add up to 100% because percentages are based on the column group membership. For example, if a value of 70% is under the 0 to 10 category for school success, that means that 70% of your children *who report 0 to 10 assets* "have" the school success thriving indicator; conversely, 30% of your children *who report 0 to 10 assets* do not "have" the school success thriving indicator.

Questions to consider: What is the pattern of thriving indicators as you move across asset levels? Is the pattern consistent with what you would expect?

Figure 14: Percent of Students Reporting Thriving Indicators, by Asset Level

Thriving Indicator	Definition	Total Sample	Number of Assets			
			0 - 10	11 - 20	21 - 30	31 - 40
School Success	Child gets mostly "A's, or Outstanding/ Excellent marks" or mostly "B's, or Good/ Above Average marks."	80	56	68	81	91
Helps Others	Child helps friends, neighbors, or others on one or more days per week.	65	24	42	61	84
Values Diversity	Child values having diverse friends and gets along well with people who are of a different race or culture than the child.	83	50	69	84	95
Delays Gratification	Child can wait for a larger reward later, rather than needing to obtain a smaller reward immediately.	61	23	39	57	81
Coregulation	Child often helps parents make decisions about things the child cares about.	76	62	68	76	84
Coping	Child regularly uses active coping skills to deal with problems.	48	19	25	43	69
Life Satisfaction	Child is satisfied with her or his life.	84	48	71	86	95

Note: Less than 0.5% rounded to zero.

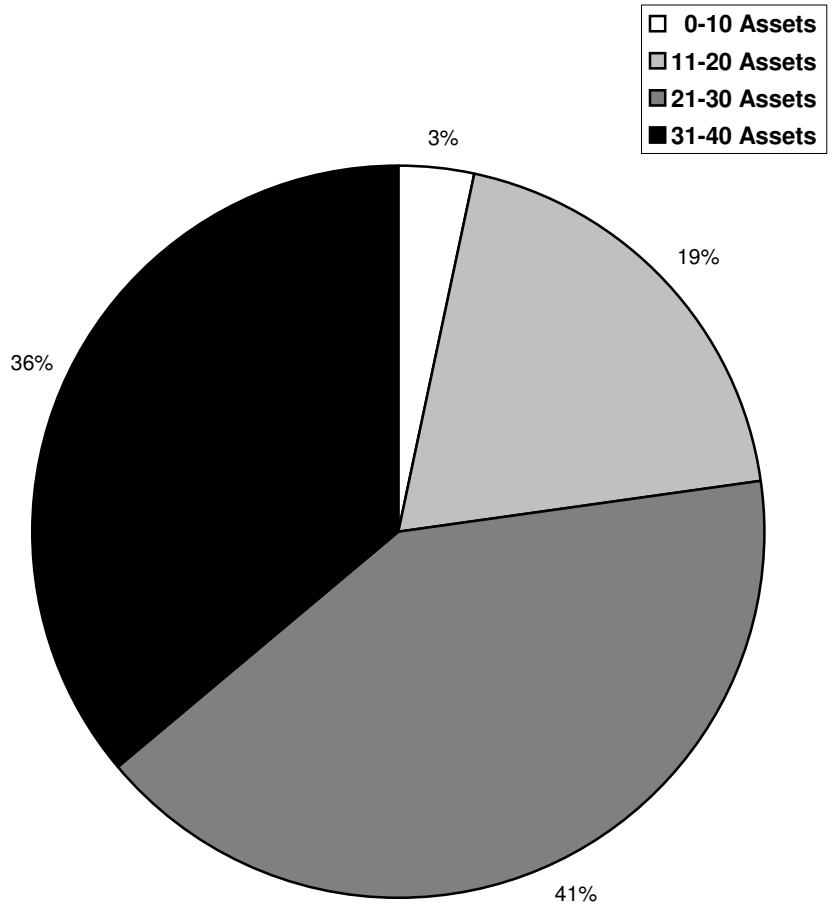
V. From Awareness to Action

The Challenge

In all communities across the country, Developmental Assets are too fragile. Ideally, a community should strive to ensure that all children and youth experience the highest level of Developmental Assets (i.e., 31-40 assets). Though our field tests as well as past research suggest that 4th – 6th graders have more assets than do adolescents, there are still too many of these 4th – 6th graders who do not have enough assets. Since studies of children across time indicate that the most typical path for students in middle and high school is for assets to decrease overall, anything we can do to build assets during the upper-elementary years will aid in keeping young people on developmentally healthy trajectories.

Figure 15. Proportion of your children reporting 0-10, 11-20, 21-30, and 31-40 assets. A majority of your children may have more than half the assets, but examine the proportion that experience half or fewer of the assets. Which actions can your community take to ensure that these children do not continue experiencing half or fewer of these 40 assets as they move across adolescence?

Figure 15: The Challenge



Unless we are aware of the importance of Developmental Assets in the lives of children and are intentional in our actions and behaviors to promote healthy development, we will see too many young people who are susceptible to risky behaviors and negative pressure, drawn to less desirable sources of belonging, and ill-equipped to become healthy adolescents and eventually the next generation of parents, workers, leaders, and citizens. Why are we in this situation? A number of social forces likely are at work, including:

- high levels of parental absence in the lives of children;
- adult silence about boundaries and values;
- the fragmentation of many socializing systems;
- age segregation and the general disengagement of the public from building meaningful connections with children;
- the isolation of people of all ages within neighborhoods;
- over-exposure to the mass media;
- barriers to healthy development such as poverty, lack of access to programs and services, and families ill-equipped to care for their children;
- fear of involvement by adults and a sense that children and youth are the responsibility of "someone else"; and
- the too-common occurrence of schools, religious institutions, and other youth-serving organizations not being adequately equipped to be places of support, caring, and positive challenge.

This combination of factors suggests, among other things, that we are losing our capacity to be communities in which caring, connectedness, and a shared sense of purpose are common place and a commitment to children dominates public and private life.

Promoting Developmental Assets

Developmental Assets are cumulative or additive—the more, the better. Search Institute's research has consistently shown that the more assets young people have, the less likely they are to be involved in risky behavior patterns. And, multiple forms of thriving, such as school success and helping others, increase as assets increase. Given the power of the Developmental Assets and the current too-low levels of assets among our society's children, a commitment to asset building should become a top priority. While many well-intentioned child and youth development efforts focus on the consequences of asset depletion, unless we place major energy into strengthening the asset foundation for children and youth, the problems we now see will persist—and likely increase.

How do we begin the work of strengthening the Developmental Assets for all young people? Through its work with communities across the country, Search Institute has identified six principles to help guide the process.[2]

- ***All young people need Developmental Assets:*** While it is crucial to pay special attention to those who have the least (economically, educationally, emotionally), **all** children and adolescents will benefit from having more assets than they now have.

- ***Everyone can build assets:*** Asset development requires positive messages across a community. All adults, youth, and children play a role.

- ***It's an ongoing process:*** Asset development starts when a child is born and continues through high school and beyond.

- ***Relationships are key:*** A central key to asset development is strong relationships between adults and young people, young people and their peers, and teenagers and children.

---

[2] Adapted from *Uniting Communities for Youth: Mobilizing All Sectors to Create a Positive Future* by Dr. Peter L. Benson, Search Institute, 1995.

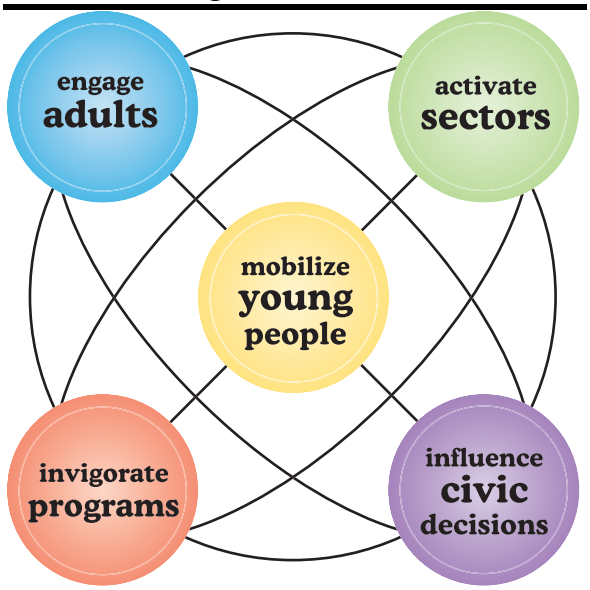
- ***Consistent messages:*** Asset building requires consistent, positive messages about what is important.

- ***Redundancy:*** Young people need to hear the same positive messages and feel support over and over again, from many different people.

Taking Action: Search Institute's Five Action Strategies

At Search Institute, we have studied many community change models and have observed hundreds of community initiatives that are using the framework of Developmental Assets to guide their work. We have identified five action strategies (as depicted in Figure 16) that can transform communities into more developmentally attentive places; places that are more intentional in their efforts to foster the healthy development of their children and adolescents.

Figure 16. Search Institute's Five Action Strategies



These general strategies guide a community initiative to:

1. 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.

- *Young people need the adults in their lives to acknowledge them, affirm them and connect with them. They need these things from the adults who are not paid to work with them, as well as the professionals who are.*
- *Engaging parents as asset builders—and affirming the many ways they already build assets—is particularly important, given their central role in children's lives.*

2. Mobilize young people. Mobilize young people to use their power as asset builders and change agents.

- *Many youth feel devalued by adults. And most report their community does not provide useful roles for young people. It should become normative in all settings where children and youth are involved to seek their input and advice, to make decisions with them and to treat them as responsible, competent allies in all asset-building efforts.*
- *It is also important to help young people tap their own power to build assets for themselves, their peers and younger children.*

3. Activate sectors. Activate all sectors of the community—such as schools, congregations, children and youth, businesses, human services, and health-care organizations—to create an asset-building culture and to contribute fully to young people's healthy development.

- *Young people are customers, employees, patients, participants—members of their community in many of the same ways adults are. All sectors have opportunities to examine the ways they come in contact with young people, and identify ways they can support their healthy development.*

4. Invigorate programs. Invigorate, expand, and enhance programs to become more asset rich and to be available to and accessed by all children and youth.

- *Though much asset building occurs in daily, informal interactions, programs young people take part in throughout their community must also become more intentional about asset building. Opportunities for training, technical assistance, and networking should be made available in these settings.*

5. 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.

- *Community-wide policies, messages and priorities not only shape people's perceptions of youth, but they also can motivate and support individuals, organizations, and sectors to make asset building an ongoing priority.*

The Developmental Assets framework for middle childhood, like the foundational framework for adolescence from which it is derived and with which it is fully aligned, is designed to provide a focus for these strategies. Collectively, efforts to build young people's Developmental Assets through these five action strategies are intended to have a powerful positive impact on young people's well-being, as well as on families, schools and other organizations, programs, policies, neighborhoods, and a community's overall quality of life.

There is no single model for how a community-wide, asset-building initiative is launched and sustained. We believe that each community brings a unique mix of strengths, history and existing efforts into the planning and implementation of their initiative. However, certain dynamics appear essential.

- **Cultivate a Shared Vision**—Invite community members to articulate and keep alive a shared vision for an asset-rich community. The information in this report can help you develop a shared community-wide vision centered on increasing the asset base for all children and adolescents. Know that reaching this target cannot be rushed or done with a single new idea or program. Rather, it will take long-term commitment, multiple and coordinated changes, and a passion for the vision that will sustain your efforts.

- **Recruit and Network Champions**—Nurture relationships with people who have the passion to spread the word and help make the vision a reality. Create opportunities for these champions to learn from, support, and inspire each other.

- **Communicate**—Distribute information, make presentations, and tap the media to raise awareness about asset building and local efforts. Information from this survey can help you share with your community what young people experience. Emphasize the ability of <u>all</u> community members—including young people—to build assets.

- **Strengthen Capacity**—Provide or facilitate training, technical assistance, coaching, tools, or other resources that help individuals and organizations in their asset-building efforts.

- **Reflect, Learn, and Celebrate**—Reflect on and learn from current progress and challenges. Many people, places and programs already build assets. Highlight and honor existing and new asset-building efforts in the community.

- **Manage and Coordinate**—Manage and coordinate schedules, budgets and other administrative tasks, as needed.

Asset-building communities mobilize people, organizations, institutions, and systems to take action around a shared understanding of positive development. Figure 17 lists 36 characteristics of asset-building communities. Ultimately, rebuilding and strengthening the developmental infrastructure in a community is not a program run by professionals. It is a movement that creates a community-wide

sense of common purpose. It places residents and their leaders on the same team moving in the same direction, and creates a culture in which all residents are expected by virtue of their membership in the community, to promote the positive development of children and youth.

To learn more about asset-building communities across North America, **visit our web site at: www.search-institute.org/communities**/

Figure 17: Characteristics of Asset-Building Communities	
Engage Adults	1. A vision rooted in Developmental Assets is communicated several times a year to all residents. 2. All residents understand their personal capacity to promote Developmental Assets. 3. Most residents take personal responsibility. 4. Most residents take action. 5. New residents are quickly socialized to the community vision. 6. A common core of values is named. 7. Adults model and articulate their values. 8. A common core of boundaries is named. 9. Adults model and articulate these boundaries. 10. Community programs assist adults—particularly parents—to personally reclaim Developmental Assets. 11. Most adults establish sustained relationships with children and adolescents.
Mobilize Young People	12. Children and teenagers know the Developmental Assets. 13. Most youth take action to promote assets for themselves and for their peers. 14. Youth have many opportunities to lead, make decisions, and give input; youth are provided useful roles in community life. Youth then are actors in the reclaiming of community rather than just objects of programs. 15. All children and teenagers frequently engage in service to others. Much of this "work" is done with adults; a premium is placed on processing the experiences (i.e., service learning) 16. Most adolescents establish sustained relationships with younger children.
Activate Sectors	17. **Families** are supported, taught, and equipped to elevate asset building to top priority. 18. **Neighbors** and community residents build caring relationships with youth and express this caring through dialogue, listening, commending positive behavior, acknowledging their presence, enjoying their company, and involving them in decision making. They know neighborhood children and adolescents by name and take time to get to know them. 19. **Businesses** that employ teenagers address the assets of support, boundaries, values, and social competencies. Employers also develop family-friendly policies and provide mechanisms for employees to build relationships with youth ask you about homework. 20. **Religious institutions** mobilize their capacity for intergenerational relationships, educating and supporting parents, structured time use, values development, and service to the community. They focus on both their own members and the larger community. 21. **Schools**—both elementary and secondary—place priority on becoming caring environments for all students, providing challenging and engaging curricula for all students, providing opportunities for nurturing values deemed crucial by the community, expanding and strengthening co-curricular activities, and using their connections with parents to reinforce the importance of family attention to assets.

Figure 17: Characteristics of Asset-Building Communities (Cont'd)	
Invigorate Programs	22. Youth organizations and other service providers train leaders and volunteers in asset-building strategies and provide meaningful opportunities for youth to serve their community and build citizenship and leadership skills. 23. The community invests in expanding and strengthening its systems of clubs, teams, and organizations. 24. Virtually all 7- to 18-year-olds are involved in one or more clubs, teams, or other youth-serving organizations that view building assets as central to their mission. 25. All professionals (e.g., day care providers, teachers, social workers, youth ministers) and volunteers (e.g., coaches, mentors) who work with youth receive training in asset building. 26. Current programs which intentionally build assets, like peer helping, mentoring, and service learning, are elevated to top priority and expanded to reach a higher number of youth.
Influence Civic Decisions	27. Local government—through policy, influence, training, and resource allocation—moves asset development and community-wide cooperation to top priorities for planning, policies, and funding allocations within the municipality. 28. The media (print, radio, television) repeatedly communicate the community's vision, support local mobilization efforts, and provide forums for sharing innovative actions taken by individuals and organizations. 29. The community prizes cultural strengths and traditions. Particularly for youth of color, this heritage includes the concept of elders, the primacy of intergenerational relationships, respect for figures of authority, the value of caring for others, and a wisdom about what matters. Being in touch with and affirming these strengths represents an important dimension of cultural competence, in addition to knowledge and contact with cultures beyond one's own. 30. Teenagers have safe places "to hang". 31. All children receive frequent expressions of support in both informal public settings and in places where youth gather. 32. The community celebrates the individuals and systems that take innovative action; youth professionals and volunteers have high status in the life of the community. 33. The community-wide commitment to asset building is long-term and inclusive. 34. The community pays particular attention to helping girls develop assertiveness skills, a sense of personal control and mastery and healthy self-concept. 35. The community pays particular attention to helping boys develop and express compassion and caring. 36. Local foundations and other funders invest in asset-building strategies.

Appendices

There are five appendices included in this report.

Please note that the Appendices may not be reproduced as part of any mechanical or electronic adaptation. For more information, please refer to the copyright information on the Contents page of the full report.

Appendix A Frequently Asked Questions about Your Survey Report

Appendix B Survey Item Percentages by Total Sample, Gender, and Grade

Appendix C Item Mapping to Assets, Deficits, Risk Behavior Patterns, and Thriving Indicators

Appendix D Bibliography of the Theory and Research on Search Institute's Framework of Developmental Assets

Appendix E Search Institute Asset-Promoting Print and Video Resources

Appendix A

Frequently Asked Questions about Your Survey Report

What is the history behind the *Me and My World* survey?

In the mid-1990s, Search Institute began conceptualizing Developmental Assets for children below 6th grade, based on its asset framework for adolescents (Leffert, Benson, & Roehlkepartain, 1997). From 2000 through 2003, Search Institute received generous support from the Donald W. Reynolds Foundation to more deeply examine the role of Developmental Assets in the first decade of life. This resulted in a newly created asset framework for children in grades 4-6 as well as a survey to measure these assets, using the adolescent framework and survey, and our prior work on assets for children, as guides. We concluded that while many of the underlying ideas present in the adolescent framework also seemed to be relevant for younger children, some modification was necessary to adequately reflect the unique developmental processes occurring during these middle childhood years.

How is the *Me and My World* survey different than the *Search Institute Profiles of Student Life: Attitudes & Behaviors* survey for adolescents?

The adolescent survey has been taken by more than 1.5 million students, and has given a powerful voice to teenagers by allowing them to report on how they view their relationships with adults, their communities, and their own competencies and skills. This information has then been used to help reshape and rebuild communities to better promote positive youth development. The goal for the MMW is to provide a voice for younger students to describe the positive experiences in their lives.

However, the 4th – 6th grade survey differs in several important respects from the adolescent survey. Since it was designed for use by younger children, it has a 4th grade reading level (Flesch Grade Level of 4.4). Moreover, although some 4th – 6th graders do engage in risk behavior patterns, most high-risk behavior is typically much less common than it is during adolescence, and so the MMW includes fewer measures of risk behavior patterns than does the similar survey for adolescents. Finally, the adolescent survey was originally designed more for public communication purposes than as a research instrument, whereas the MMW is intended to serve both communication and research purposes. Thus, more constructs are measured at acceptable levels of statistical reliability in the MMW than is the case in the adolescent survey.

What is the difference between the definitions of risk behaviors and risk behavior patterns for children and adolescence, and why are risk behaviors not reported in the MMW report, like they are in the A & B adolescent report?

Risk behaviors, on either the A&B or the MMW, are unhealthy actions done just once (MMW) or twice (A&B) by the child or adolescent in the specified time period. Risk behavior **patterns**, on the other hand, exemplify higher levels of these same unhealthy actions, i.e., <u>two or more times</u> in middle childhood or <u>three or more times</u> in adolescence during the relevant time period. We recognize that during middle childhood, just as in adolescence, children and youth sometimes engage in an isolated incidence of behavior that is bad for them. While troubling, this is not necessarily indicative of a more serious pattern of high risk behavior. So we distinguish behaviors and patterns for each developmental level, on their respective surveys. The major difference is that we apply a more stringent criterion at the middle childhood level (i.e., two or

more times versus three or more times for adolescents). We reason that adolescents, in their more sophisticated exploration and search for personal identity, on average may be able to engage in an occasional high risk behavior with less deleterious impact, both because experimentation is part of their work in identity development, and because they typically have greater skills for minimizing negative consequences or dealing with them. For younger children, however, we reason that anything more than one instance of such risk behaviors in the last year is cause for concern. Engaging in risk behaviors multiple times over a given period contributes to setting children on an adverse developmental path that has greater long-term consequences than would be the case for adolescents who participate in a similar frequency of risk behaviors.

Why did Search Institute decide to include risk behavior questions on the MMW given that risk behaviors are less prevalent for children at this age?

Market research conducted prior to the development phase of the MMW indicated that a majority of school personnel and administrators preferred to track risk behavior data. Although there are only a few national reports to date on the prevalence of these risk behaviors for 4th and 5th graders, smaller studies do indeed suggest that anywhere from a few to 20 percent may have experimented with tobacco or alcohol, depending on the sample[3,4]. Moreover, the MMW includes students in 6th grade, a time at which some studies suggest that 40% of the sample may be experimenting with alcohol and other drugs[5]. Since indications of trend changes may be of interest to your school or community (as it is in research), examination of reported risk behaviors among 4th and 5th graders surveyed over multiple years may tell you whether the age of initial experimentation is lowering.

---

3 Andrews, J.A., Tildesley, E., Hops, H., Duncan, S.C., & Severson, H.H. (2003). Elementary school age children's future intentions and use of substances. Journal of Clinical Child and Adolescent Psychology, 32, 556-567.
4 Bush, P.J., & Iannotti, R.J. (1992). Elementary school children's use of alcohol, cigarettes and marijuana and classmates' attribution of socialization. Drug & Alcohol Dependence, 30, 275-287.
5 Andrews, J.A., Tildesley, E., Hops, H., Duncan, S.C., & Severson, H.H. (2003). Elementary school age children's future intentions and use of substances. Journal of Clinical Child and Adolescent Psychology, 32, 556-567.

Appendix B

Survey Item Percentages by Total Sample, Gender, and Grade

	Total	Gender (%)		Grade (%)		
Survey Item	**(%)**	**M**	**F**	**4**	**5**	**6**
1. Age						
8	4	3	4	9	0	0
9	38	36	40	82	10	0
10	44	45	43	9	82	8
11	14	15	12	0	9	85
12	1	1	1	0	0	7
13 or older	0	0	0	0	0	0
2. Grade in school						
4th	41	40	41	100	0	0
5th	48	49	47	0	100	0
6th	11	11	12	0	0	100
3. Gender						
Boy	50	100	0	49	51	48
Girl	50	0	100	51	49	52
4. Race / ethnicity						
American Indian or Alaska Native	2	2	1	3	1	1
Asian	21	21	20	19	21	27
Black or African American	2	2	2	2	2	1
Hispanic or Latino/Latina	18	18	19	19	21	7
Native Hawaiian or Other Pacific Islander	1	1	1	1	1	1
White	33	33	32	32	31	43
Other	10	11	10	12	9	8
Multi-racial	14	13	14	13	14	12
5. Which best describes your family?						
I live with my two birth or biological parents	74	74	74	73	74	82
I live with my two adoptive parents	2	2	2	2	1	1
Sometimes I live with my mom and sometimes with my dad	8	9	8	9	8	7
I live with one parent	6	5	6	6	7	4
I live with one birth parent and one step-parent	4	3	4	3	4	3
I live with foster parents	0	0	0	0	0	0
I live with my grandparents or other adult relatives who take care of me	1	1	1	1	1	1
Other	5	6	4	6	5	3
How much do you agree or disagree?						
6. I care about other people's feelings						
Strongly Disagree	1	1	0	1	1	0
Disagree	1	2	1	1	1	0
Not Sure	13	17	9	14	13	7
Agree	47	49	44	45	48	48
Strongly Agree	38	31	45	38	37	44
Missing Data	1	1	1	1	1	0
7. I get along well with people who aren't the same race or culture as me						
Strongly Disagree	1	2	1	2	1	1
Disagree	2	2	2	3	2	1
Not Sure	14	15	13	19	12	6
Agree	35	35	34	35	35	33
Strongly Agree	47	44	49	40	50	58
Missing Data	1	1	1	1	1	0
8. Most of the time, when I have a big job to do, I think about the things I need to do to get it done						
Strongly Disagree	2	2	1	2	1	1
Disagree	4	5	3	4	4	2
Not Sure	20	21	19	21	20	17
Agree	43	43	44	41	45	46
Strongly Agree	30	27	32	30	29	32
Missing Data	1	1	1	1	1	1

Survey Item	Total (%)	Gender (%) M	Gender (%) F	Grade (%) 4	Grade (%) 5	Grade (%) 6
How much do you agree or disagree?						
9. I am always friendly						
Strongly Disagree	1	2	1	1	1	0
Disagree	6	8	4	6	7	5
Not Sure	22	25	19	21	23	17
Agree	41	41	42	38	42	49
Strongly Agree	28	24	33	32	25	27
Missing Data	2	2	1	2	1	1
10. I always smile						
Strongly Disagree	5	7	2	5	5	3
Disagree	17	22	12	17	19	13
Not Sure	30	32	28	31	30	27
Agree	31	26	36	30	31	37
Strongly Agree	15	10	20	16	14	19
Missing Data	2	2	1	2	2	1
11. I can calm myself down pretty quickly when I get mad						
Strongly Disagree	7	8	6	8	7	4
Disagree	14	14	14	14	14	12
Not Sure	24	24	25	26	23	25
Agree	33	32	35	31	35	38
Strongly Agree	21	22	20	21	21	21
Missing Data	0	0	0	0	0	0
12. I stop talking when adults ask me to stop						
Strongly Disagree	1	2	1	1	1	1
Disagree	5	6	4	5	5	5
Not Sure	18	21	16	19	18	16
Agree	41	42	41	39	42	45
Strongly Agree	33	29	38	35	33	33
Missing Data	1	1	1	1	1	0
13. Kids can be my friends no matter what race or culture they are						
Strongly Disagree	1	1	0	1	1	0
Disagree	1	2	1	2	1	1
Not Sure	9	11	8	12	8	5
Agree	27	30	25	29	27	24
Strongly Agree	60	55	65	54	63	69
Missing Data	1	1	1	1	1	0
14. It makes me sad to see a girl or boy who can't find anyone to play with						
Strongly Disagree	2	3	1	2	2	1
Disagree	4	6	2	4	4	4
Not Sure	19	24	13	19	19	18
Agree	35	35	34	33	36	36
Strongly Agree	39	30	48	41	37	40
Missing Data	2	2	1	2	2	1
15. I am able to say no when someone wants me to do things that are wrong or dangerous						
Strongly Disagree	3	4	2	4	2	1
Disagree	2	3	2	3	2	1
Not Sure	8	9	7	8	8	6
Agree	22	24	20	21	23	24
Strongly Agree	64	59	69	63	64	68
Missing Data	1	1	1	1	1	1

Survey Item	Total (%)	Gender (%) M	Gender (%) F	Grade (%) 4	Grade (%) 5	Grade (%) 6
How much do you agree or disagree?						
16. I almost always turn in my homework on time						
Strongly Disagree	1	1	1	1	1	1
Disagree	4	5	2	4	4	3
Not Sure	11	13	9	12	11	9
Agree	32	34	30	32	32	31
Strongly Agree	50	45	56	50	50	56
Missing Data	1	2	1	2	1	1
17. I usually stay pretty calm when things don't go my way						
Strongly Disagree	3	4	3	3	3	2
Disagree	8	9	7	9	8	8
Not Sure	25	26	23	27	24	20
Agree	44	42	46	40	46	51
Strongly Agree	19	18	20	20	18	19
Missing Data	1	1	1	1	1	0
18. I am good at doing a lot of things						
Strongly Disagree	1	1	1	2	1	1
Disagree	4	4	4	3	4	3
Not Sure	18	17	20	19	19	14
Agree	36	35	38	34	38	39
Strongly Agree	38	41	36	40	37	42
Missing Data	2	2	1	2	2	1
19. I have special hobbies, skills, or talents						
Strongly Disagree	1	2	1	1	1	0
Disagree	2	2	2	2	2	1
Not Sure	13	13	13	14	12	10
Agree	30	29	30	29	31	29
Strongly Agree	53	53	54	53	53	59
Missing Data	1	1	1	1	1	0
20. Most of the time, I like myself						
Strongly Disagree	2	2	2	2	2	1
Disagree	4	4	3	4	4	3
Not Sure	15	16	15	16	15	12
Agree	38	37	38	36	39	40
Strongly Agree	39	38	41	39	39	43
Missing Data	2	2	2	2	2	1
21. If I set a goal, I feel as if I can reach it						
Strongly Disagree	1	2	1	2	1	1
Disagree	3	4	3	3	3	3
Not Sure	18	19	18	19	18	17
Agree	39	39	39	37	40	43
Strongly Agree	36	35	37	38	36	34
Missing Data	2	2	1	2	1	1
22. Most of the time, I am glad to be me						
Strongly Disagree	1	2	1	2	1	1
Disagree	3	3	2	3	3	2
Not Sure	10	11	10	10	11	10
Agree	35	35	35	33	36	38
Strongly Agree	47	45	49	48	47	46
Missing Data	3	3	3	3	3	3

Survey Item	Total (%)	Gender (%) M	Gender (%) F	Grade (%) 4	Grade (%) 5	Grade (%) 6
How much do you agree or disagree?						
23. I feel that I do not have much to be proud of						
Strongly Disagree	34	33	36	33	34	39
Disagree	25	25	25	23	25	31
Not Sure	20	21	20	21	21	16
Agree	13	13	13	14	13	9
Strongly Agree	7	7	6	8	6	5
Missing Data	1	1	1	1	1	0
24. I feel as if I will be happy and successful as I grow up						
Strongly Disagree	1	1	1	1	1	1
Disagree	2	2	2	2	2	1
Not Sure	14	15	13	14	14	13
Agree	32	32	31	31	32	35
Strongly Agree	50	48	52	51	50	49
Missing Data	2	2	1	2	2	1
25. I like thinking about what my future will be like						
Strongly Disagree	2	3	2	2	2	2
Disagree	4	5	4	4	5	5
Not Sure	13	14	12	14	13	13
Agree	32	32	32	31	32	33
Strongly Agree	47	45	49	48	47	46
Missing Data	1	1	1	1	1	1
26. I feel hopeful when I think about my future						
Strongly Disagree	2	3	2	3	2	1
Disagree	3	4	3	4	3	3
Not Sure	18	19	18	19	19	16
Agree	36	37	36	35	36	39
Strongly Agree	37	35	40	37	37	38
Missing Data	3	3	2	3	2	2
27. There are some adults in my life who talk to me about planning for my future						
Strongly Disagree	9	10	8	11	9	5
Disagree	15	14	16	16	15	11
Not Sure	25	24	26	26	24	23
Agree	29	29	29	26	30	35
Strongly Agree	21	22	21	19	22	24
Missing Data	1	1	1	1	1	1
28. I am able to save my money for something I <u>really</u> want						
Strongly Disagree	3	4	3	3	4	3
Disagree	4	5	4	4	5	3
Not Sure	11	11	11	12	11	10
Agree	26	25	28	25	27	29
Strongly Agree	53	53	53	54	51	55
Missing Data	2	2	1	2	2	1
29. Most of the time, I am good at staying away from people who will get me in trouble						
Strongly Disagree	2	3	2	3	2	2
Disagree	4	5	3	4	5	3
Not Sure	16	18	14	16	17	13
Agree	37	38	36	36	38	40
Strongly Agree	39	35	43	40	38	42
Missing Data	1	1	1	1	1	1

Survey Item	Total (%)	Gender (%) M	Gender (%) F	Grade (%) 4	Grade (%) 5	Grade (%) 6
How much do you agree or disagree?						
30. It's easy for me to wait for something I want						
Strongly Disagree	7	8	6	7	7	5
Disagree	12	13	11	12	13	11
Not Sure	24	23	24	23	24	22
Agree	34	32	36	33	34	41
Strongly Agree	22	22	22	24	20	20
Missing Data	1	2	1	2	1	1
31. Most of the time, I think carefully about what to do before I decide things						
Strongly Disagree	2	3	2	2	2	1
Disagree	7	8	5	6	7	6
Not Sure	24	25	22	24	24	21
Agree	41	40	42	38	43	46
Strongly Agree	26	23	28	29	24	24
Missing Data	1	1	1	1	1	1
32. Most of the time, I feel happy about the results of the decisions I make						
Strongly Disagree	2	2	1	2	2	1
Disagree	4	5	4	4	4	4
Not Sure	24	25	22	24	24	22
Agree	42	41	44	39	44	48
Strongly Agree	26	25	28	29	25	23
Missing Data	2	2	1	2	2	2
33. It makes me happy to see other people who are happy						
Strongly Disagree	1	2	1	1	1	1
Disagree	2	3	1	2	2	1
Not Sure	13	16	9	14	13	10
Agree	36	38	34	34	37	37
Strongly Agree	47	41	54	48	46	50
Missing Data	1	1	1	1	1	1
34. I feel as if I can solve most problems in my life						
Strongly Disagree	2	2	2	2	2	1
Disagree	5	6	5	5	5	4
Not Sure	24	23	25	25	24	18
Agree	44	45	44	42	45	51
Strongly Agree	23	23	23	24	23	24
Missing Data	1	1	2	1	1	1
35. I am a confident person						
Strongly Disagree	1	2	1	2	1	1
Disagree	3	3	3	3	3	3
Not Sure	20	19	20	21	19	16
Agree	37	37	37	34	39	43
Strongly Agree	36	35	37	37	35	34
Missing Data	3	3	3	3	3	3
36. Most of the time, when I make a decision, I think first about the good and bad things that can happen						
Strongly Disagree	3	3	2	3	3	2
Disagree	7	8	6	6	7	7
Not Sure	24	25	23	24	24	24
Agree	37	35	38	34	38	40
Strongly Agree	29	27	31	32	27	26
Missing Data	1	1	1	1	1	1

Survey Item	Total (%)	Gender (%) M	Gender (%) F	Grade (%) 4	Grade (%) 5	Grade (%) 6
How often do you feel the following things?						
37. My life is just right						
A lot	39	39	40	39	39	45
Sometimes	46	46	47	46	47	42
A little	10	10	9	10	10	10
Never	3	3	3	4	3	2
Missing Data	2	2	1	2	2	2
38. I have a good life						
A lot	59	58	60	57	59	63
Sometimes	30	29	30	30	30	29
A little	8	9	7	9	8	6
Never	2	3	2	3	2	1
Missing Data	1	1	1	1	1	1
How much do you agree or disagree?						
39. I get along well with my parents						
Strongly Disagree	1	1	1	1	1	1
Disagree	2	2	2	2	2	2
Not Sure	11	11	10	12	10	7
Agree	37	37	37	36	37	39
Strongly Agree	48	47	50	47	49	52
Missing Data	1	1	1	1	1	1
40. My parents give me help and support						
Strongly Disagree	1	1	1	1	1	1
Disagree	1	1	1	1	1	1
Not Sure	5	5	5	5	5	4
Agree	25	27	23	25	25	25
Strongly Agree	68	65	70	68	68	69
Missing Data	1	1	1	1	1	1
41. My parents let me know in lots of ways that they love me						
Strongly Disagree	1	1	0	1	1	1
Disagree	1	2	1	1	1	1
Not Sure	6	7	5	6	6	6
Agree	20	22	19	20	21	22
Strongly Agree	70	66	74	70	70	68
Missing Data	2	2	1	2	2	2
42. If I were really worried about something, I would talk to my parents about it						
Strongly Disagree	3	3	2	3	3	4
Disagree	5	6	4	5	5	5
Not Sure	17	17	16	16	17	17
Agree	33	35	32	33	34	31
Strongly Agree	42	38	45	43	41	42
Missing Data	1	1	1	1	1	1
43. It's easy to talk with my parents, even about things we don't agree on						
Strongly Disagree	4	4	3	4	3	3
Disagree	8	8	7	7	8	8
Not Sure	23	23	24	25	23	19
Agree	32	33	32	31	33	34
Strongly Agree	31	30	32	31	31	34
Missing Data	2	2	2	2	2	1

Survey Item	Total (%)	Gender (%) M	Gender (%) F	Grade (%) 4	Grade (%) 5	Grade (%) 6
How much do you agree or disagree?						
44. My parents know what I am doing most of the time						
Strongly Disagree	2	2	1	2	2	1
Disagree	4	5	3	4	4	4
Not Sure	15	16	14	17	15	12
Agree	36	37	35	35	37	37
Strongly Agree	41	38	45	41	41	45
Missing Data	1	1	1	1	1	1
45. My parents spend time helping other people						
Strongly Disagree	2	3	2	3	2	1
Disagree	4	5	4	5	4	3
Not Sure	28	28	28	30	28	22
Agree	32	32	31	30	33	36
Strongly Agree	31	29	33	30	30	35
Missing Data	3	3	3	3	3	3
46. Sometimes, I'm afraid that someone in my family might hurt me						
Strongly Disagree	46	45	47	41	47	57
Disagree	15	14	15	14	15	16
Not Sure	14	14	14	15	14	10
Agree	13	14	12	15	13	10
Strongly Agree	11	12	10	14	10	5
Missing Data	1	1	2	1	2	1
47. My parents try to do their best at whatever they do						
Strongly Disagree	1	1	1	1	0	0
Disagree	1	1	1	1	1	0
Not Sure	7	7	6	7	6	6
Agree	21	22	20	20	21	21
Strongly Agree	70	69	72	70	71	72
Missing Data	1	2	1	1	1	1
48. My parents show me what is right and wrong						
Strongly Disagree	1	1	1	1	1	0
Disagree	1	1	1	1	0	1
Not Sure	5	6	4	5	5	4
Agree	27	28	25	26	27	27
Strongly Agree	65	62	68	64	66	67
Missing Data	2	2	1	2	1	1
49. My parents expect me to be the best I can be						
Strongly Disagree	1	1	0	1	1	0
Disagree	1	1	1	1	0	0
Not Sure	5	5	5	5	5	3
Agree	22	23	20	21	22	22
Strongly Agree	69	67	70	68	69	72
Missing Data	4	4	4	4	4	2
My parents tell me it is important…						
50. to help other people						
Strongly Disagree	1	1	0	1	1	0
Disagree	2	2	1	1	2	1
Not Sure	10	11	9	11	10	8
Agree	36	38	34	35	37	37
Strongly Agree	49	45	53	49	49	51
Missing Data	2	2	1	2	1	2

Survey Item	Total (%)	Gender (%) M	Gender (%) F	Grade (%) 4	Grade (%) 5	Grade (%) 6
My parents tell me it is important…						
51. to speak up for everyone having the same rights and chances in life						
Strongly Disagree	1	2	1	2	1	1
Disagree	3	4	3	4	3	2
Not Sure	24	26	23	27	24	19
Agree	31	32	30	30	32	31
Strongly Agree	39	36	42	37	38	46
Missing Data	1	1	1	1	1	1
52. to stand up for what I believe, even when others don't agree with me						
Strongly Disagree	1	2	1	1	1	1
Disagree	2	2	2	2	2	1
Not Sure	14	15	13	16	13	11
Agree	30	32	28	29	31	30
Strongly Agree	51	46	55	49	51	55
Missing Data	2	3	2	3	2	2
53. not to smoke cigarettes or use chewing tobacco						
Strongly Disagree	4	5	3	5	3	1
Disagree	1	1	1	1	1	1
Not Sure	3	4	3	4	3	2
Agree	8	9	7	8	8	10
Strongly Agree	82	80	85	80	84	85
Missing Data	1	1	1	1	1	1
54. not to use alcohol						
Strongly Disagree	3	4	3	5	3	2
Disagree	2	2	1	2	2	2
Not Sure	6	7	5	7	6	5
Agree	12	14	11	12	12	14
Strongly Agree	74	70	78	72	76	75
Missing Data	3	3	2	3	2	3
55. to always wear a helmet when I ride a bike						
Strongly Disagree	3	4	2	3	3	2
Disagree	4	5	3	4	4	3
Not Sure	8	9	7	8	9	7
Agree	24	25	23	23	25	26
Strongly Agree	60	57	64	62	58	61
Missing Data	1	1	1	1	1	1
56. to admit it when I make a mistake or get into trouble						
Strongly Disagree	1	2	1	2	1	1
Disagree	2	2	1	2	2	1
Not Sure	12	13	11	14	11	10
Agree	31	33	29	30	33	31
Strongly Agree	51	47	56	50	52	54
Missing Data	2	3	2	3	2	3
57. to tell the truth, even when it is hard						
Strongly Disagree	1	1	1	1	1	1
Disagree	2	2	1	2	1	2
Not Sure	8	10	7	9	8	6
Agree	27	30	25	27	28	29
Strongly Agree	61	56	66	61	61	61
Missing Data	1	1	1	1	1	1

Survey Item	Total (%)	Gender (%) M	Gender (%) F	Grade (%) 4	Grade (%) 5	Grade (%) 6
My parents tell me it is important…						
58. to eat healthy foods like fruits and vegetables						
Strongly Disagree	1	1	1	1	1	0
Disagree	1	1	1	1	1	1
Not Sure	5	7	4	6	5	4
Agree	24	27	22	24	25	23
Strongly Agree	66	61	72	66	66	70
Missing Data	2	3	1	2	2	3
59. to be proud of my own cultural heritage						
Strongly Disagree	1	2	1	2	2	1
Disagree	2	2	1	2	2	1
Not Sure	15	17	14	16	15	14
Agree	21	22	20	20	22	23
Strongly Agree	59	56	63	59	59	60
Missing Data	1	1	1	1	1	1
How much do you agree or disagree?						
60. My parents tell me it's okay to ask them questions about the changes boys and girls go through as they grow up						
Strongly Disagree	4	5	4	5	4	2
Disagree	4	5	4	5	4	2
Not Sure	32	35	29	36	30	22
Agree	24	25	24	23	25	28
Strongly Agree	33	29	38	29	34	44
Missing Data	2	2	2	2	2	2
61. My parents let me help with family decisions						
Strongly Disagree	4	5	4	4	4	3
Disagree	7	7	6	7	7	6
Not Sure	22	22	23	23	22	19
Agree	35	34	35	33	35	38
Strongly Agree	29	28	30	30	28	31
Missing Data	3	3	3	3	3	2
My parents tell me it is important…						
62. to treat handicapped or disabled people the same way I treat everybody else						
Strongly Disagree	1	2	1	1	1	1
Disagree	2	2	2	2	2	1
Not Sure	15	16	14	17	14	12
Agree	26	28	25	25	27	28
Strongly Agree	53	50	57	52	54	56
Missing Data	2	2	1	2	2	2
63. to play with kids who are not the same race or culture as me						
Strongly Disagree	2	3	2	2	2	1
Disagree	2	3	2	3	3	1
Not Sure	19	20	18	21	18	16
Agree	27	28	26	27	27	29
Strongly Agree	49	45	52	46	50	52
Missing Data	1	1	1	1	1	1
64. to spend time with different kinds of people, not only people just like me						
Strongly Disagree	2	2	1	2	1	1
Disagree	3	3	2	3	3	2
Not Sure	20	21	19	23	19	16
Agree	33	34	32	31	35	34
Strongly Agree	41	38	44	40	41	47
Missing Data	1	1	1	1	1	1

Survey Item	Total (%)	Gender (%) M	Gender (%) F	Grade (%) 4	Grade (%) 5	Grade (%) 6
My parents tell me it is important…						
65. to have some friends who are not the same race or culture as me						
Strongly Disagree	2	2	1	2	2	1
Disagree	3	3	2	3	2	2
Not Sure	20	21	19	21	19	16
Agree	31	31	31	30	31	31
Strongly Agree	44	42	47	43	45	49
Missing Data	1	1	1	1	1	1
66. to learn from people who are different from me						
Strongly Disagree	2	2	1	2	1	1
Disagree	3	4	2	3	3	2
Not Sure	22	22	21	24	21	16
Agree	32	33	31	31	33	33
Strongly Agree	39	37	41	37	40	46
Missing Data	3	3	2	3	2	2
My parents have rules about…						
67. which TV shows I watch						
Strongly Disagree	6	7	5	7	6	5
Disagree	8	9	8	8	8	10
Not Sure	15	16	14	15	15	17
Agree	31	31	31	29	32	35
Strongly Agree	37	34	40	39	37	32
Missing Data	2	2	2	2	2	1
68. how late I stay up						
Strongly Disagree	3	4	2	3	3	3
Disagree	5	6	4	5	5	5
Not Sure	9	10	8	10	9	8
Agree	36	37	35	33	37	43
Strongly Agree	46	43	49	47	46	41
Missing Data	1	1	1	1	1	0
69. what I can do with my friends						
Strongly Disagree	5	6	4	6	5	4
Disagree	8	7	8	8	7	8
Not Sure	19	19	19	21	18	16
Agree	31	32	31	28	33	36
Strongly Agree	35	33	37	35	34	36
Missing Data	2	2	2	3	2	1
70. what I can do after school						
Strongly Disagree	4	5	3	5	4	3
Disagree	6	6	6	6	6	5
Not Sure	18	18	18	18	17	16
Agree	33	34	32	30	34	37
Strongly Agree	39	37	41	39	38	39
Missing Data	1	1	1	1	1	0
How often does one of your parents…						
71. help you with your schoolwork?						
Always	30	29	31	34	28	28
Almost always	22	21	23	21	22	23
Sometimes	35	35	35	33	36	37
Almost never	8	8	7	6	8	9
Never	4	4	3	4	4	3
Missing Data	1	2	1	2	1	0

Survey Item	Total (%)	Gender (%) M	Gender (%) F	Grade (%) 4	Grade (%) 5	Grade (%) 6
How often does one of your parents…						
72. talk to you about what you are doing in school?						
Always	43	41	45	43	43	45
Almost always	26	27	25	24	27	29
Sometimes	22	23	22	23	22	20
Almost never	5	5	4	5	5	4
Never	3	4	3	4	3	2
Missing Data	1	1	1	1	1	0
73. ask you about homework?						
Always	48	47	50	48	47	54
Almost always	23	24	23	22	24	25
Sometimes	18	18	18	19	19	15
Almost never	5	5	4	5	5	3
Never	3	3	3	4	3	2
Missing Data	2	3	2	3	2	1
74. go to meetings or events at your school?						
Always	30	29	31	29	29	34
Almost always	28	27	28	25	29	33
Sometimes	28	29	27	30	27	23
Almost never	8	8	7	7	8	7
Never	5	6	4	6	4	3
Missing Data	2	2	2	3	2	1
75. talk with you about how doing well in school can help you in the future?						
Always	40	39	41	38	41	47
Almost always	20	21	20	19	21	24
Sometimes	25	24	25	26	25	21
Almost never	7	7	6	8	7	5
Never	6	6	5	8	5	3
Missing Data	2	2	2	2	2	1
In your family, how much do <u>you</u> get to HELP DECIDE these things?						
76. What you can watch on TV						
A lot	28	30	27	28	28	31
Some	53	50	56	52	54	56
I don't get to help decide	17	18	15	18	17	12
Missing Data	2	2	2	2	2	1
77. What clothes you wear to school						
A lot	56	53	58	52	57	63
Some	28	28	29	30	28	26
I don't get to help decide	15	17	12	17	14	11
Missing Data	1	1	1	1	1	0
78. Where you spend your time after school						
A lot	30	30	30	29	30	34
Some	44	43	46	42	45	50
I don't get to help decide	23	25	22	26	23	14
Missing Data	2	3	2	3	2	1
79. What music you can buy or listen to						
A lot	39	37	41	35	40	49
Some	41	40	42	42	41	39
I don't get to help decide	18	22	15	21	18	11
Missing Data	2	1	2	2	1	1
80. What your bedtime is on weekends						
A lot	44	45	44	41	45	50
Some	33	30	35	32	33	35
I don't get to help decide	21	22	19	24	20	14
Missing Data	2	3	2	3	2	1

Survey Item	Total (%)	Gender (%) M	Gender (%) F	Grade (%) 4	Grade (%) 5	Grade (%) 6
Think about the adults in your family OTHER THAN your parents. How much do you agree or diagree? Most of those adults in my family ...						
81. spend a lot of time helping other people						
Strongly Disagree	2	3	2	2	2	2
Disagree	4	4	3	4	4	3
Not Sure	38	39	38	39	38	34
Agree	31	31	31	30	31	35
Strongly Agree	23	22	25	24	23	26
Missing Data	2	2	1	2	2	1
82. show me what is right and wrong						
Strongly Disagree	2	2	1	2	1	1
Disagree	3	3	2	3	3	3
Not Sure	16	17	15	16	15	16
Agree	38	39	38	36	39	41
Strongly Agree	41	38	43	42	40	38
Missing Data	1	1	1	1	1	1
83. teach me to respect people who are not the same race or culture as me						
Strongly Disagree	2	3	2	2	2	2
Disagree	4	4	4	4	4	3
Not Sure	23	24	22	25	22	23
Agree	29	31	28	28	30	32
Strongly Agree	39	36	42	39	39	39
Missing Data	2	2	2	2	2	2
84. help me understand how to spend, share, and save money						
Strongly Disagree	4	4	3	4	4	3
Disagree	6	6	6	6	6	5
Not Sure	23	23	22	22	23	24
Agree	31	31	32	30	32	31
Strongly Agree	35	35	36	36	34	35
Missing Data	1	1	1	1	1	1
85. help me with decisions I have to make						
Strongly Disagree	3	3	2	3	3	3
Disagree	5	5	5	4	5	6
Not Sure	22	22	21	21	22	20
Agree	34	34	34	33	35	36
Strongly Agree	33	32	35	35	32	33
Missing Data	3	3	2	3	2	2
86. How much school has your dad (or step-dad or male foster parent) had?						
Grade school or less	2	2	2	2	2	1
Some high school	1	1	1	1	2	1
Finished high school	4	4	4	3	5	3
Some college	4	5	4	4	5	4
Finished college	25	24	25	24	24	33
Went past college	26	27	25	22	27	38
Don't know	33	32	35	39	32	19
Missing Data	4	4	4	4	4	2
87. How much school has your mom (or step-mom or female foster parent) had?						
Grade school or less	2	1	2	2	1	1
Some high school	2	1	2	1	2	1
Finished high school	5	5	5	4	6	3
Some college	5	5	5	5	6	5
Finished college	28	28	28	26	28	36
Went past college	25	26	24	22	25	34
Don't know	30	30	31	36	29	17
Missing Data	3	3	3	3	3	2

Survey Item	Total (%)	Gender (%) M	Gender (%) F	Grade (%) 4	Grade (%) 5	Grade (%) 6
<u>Other than in your family</u>, think about the adults you have known for a long time. How many of the adults you've known for a long time …						
88. do you really like to spend time with?						
None	7	9	6	8	7	8
1 or 2	30	32	28	30	31	26
3	12	11	12	11	12	12
More than 3	49	46	52	49	48	52
Missing Data	2	2	1	2	2	1
89. do you get to talk with a lot?						
None	10	11	9	11	10	9
1 or 2	33	34	33	34	34	32
3	16	16	16	17	16	16
More than 3	39	37	41	38	39	42
Missing Data	1	1	1	1	1	1
90. talk with you so you really get to know each other?						
None	16	18	15	17	16	14
1 or 2	31	31	31	30	32	32
3	15	15	16	16	15	14
More than 3	35	33	37	35	34	39
Missing Data	2	3	2	2	2	1
How much do you agree or disagree? Most of the adults I've known for a long time …						
91. spend a lot of time helping other people						
Strongly Disagree	2	2	2	2	2	1
Disagree	3	3	3	3	3	2
Not Sure	38	40	37	40	38	34
Agree	31	30	32	29	32	34
Strongly Agree	24	22	26	24	23	28
Missing Data	2	2	1	1	2	1
92. show me what is right or wrong						
Strongly Disagree	2	3	2	2	2	1
Disagree	4	5	4	5	4	4
Not Sure	21	22	19	21	20	19
Agree	37	38	37	36	39	39
Strongly Agree	34	31	36	35	33	35
Missing Data	1	1	1	1	1	1
93. teach me to respect people who are not the same race or culture as me						
Strongly Disagree	3	4	2	3	3	2
Disagree	5	6	5	6	5	4
Not Sure	27	29	25	28	27	26
Agree	29	29	30	28	30	32
Strongly Agree	33	30	36	33	33	34
Missing Data	2	3	2	2	2	2
94. help me understand how to spend, share, and save money						
Strongly Disagree	6	7	5	6	6	4
Disagree	10	10	10	10	10	10
Not Sure	30	30	31	29	30	34
Agree	26	26	27	26	27	27
Strongly Agree	27	26	27	28	25	24
Missing Data	1	2	1	1	1	1

Survey Item	Total (%)	Gender (%) M	Gender (%) F	Grade (%) 4	Grade (%) 5	Grade (%) 6
Most of the adults I've known for a long time …						
95. help me with decisions I have to make						
Strongly Disagree	4	5	4	5	5	3
Disagree	7	7	7	7	8	6
Not Sure	26	27	25	26	26	25
Agree	32	32	33	31	33	36
Strongly Agree	27	26	29	29	26	27
Missing Data	3	3	2	3	3	2
How much do you agree or disagree?						
96. My teachers really care about me						
Strongly Disagree	1	1	1	1	1	1
Disagree	1	2	1	1	1	2
Not Sure	17	20	15	16	18	18
Agree	34	35	32	31	34	40
Strongly Agree	45	40	50	49	44	38
Missing Data	2	2	1	2	2	1
97. The kids in my class are friendly to me						
Strongly Disagree	2	2	2	2	2	1
Disagree	5	4	5	5	5	3
Not Sure	17	16	17	18	16	12
Agree	45	45	44	42	46	50
Strongly Agree	31	31	31	32	30	33
Missing Data	1	1	1	1	1	1
98. My teachers make me feel good about what I do at school						
Strongly Disagree	1	2	1	1	1	1
Disagree	2	3	2	2	3	3
Not Sure	15	17	13	15	15	14
Agree	37	38	35	34	37	43
Strongly Agree	43	38	48	45	42	37
Missing Data	2	2	1	2	2	2
99. I like my teachers						
Strongly Disagree	1	1	1	1	1	1
Disagree	1	2	1	1	2	2
Not Sure	8	11	5	7	9	9
Agree	31	35	27	28	31	40
Strongly Agree	57	49	65	62	56	47
Missing Data	1	1	1	1	1	1
100. The kids in my class treat me with respect						
Strongly Disagree	3	3	3	3	3	2
Disagree	6	6	6	6	6	4
Not Sure	23	23	22	24	22	16
Agree	39	38	40	37	40	44
Strongly Agree	27	27	28	27	27	31
Missing Data	3	3	2	3	2	2
101. My teachers tell me I can do things well						
Strongly Disagree	1	2	1	1	1	1
Disagree	2	2	2	2	2	3
Not Sure	14	15	13	15	13	13
Agree	38	40	36	36	39	42
Strongly Agree	44	40	47	45	43	40
Missing Data	1	1	1	1	1	1
102. If I break a rule at school, I will get in trouble						
Strongly Disagree	2	2	2	2	1	1
Disagree	1	1	1	1	1	1
Not Sure	10	9	10	11	9	8
Agree	36	38	35	34	38	37
Strongly Agree	49	47	50	49	48	51
Missing Data	2	3	2	3	2	2

Survey Item	Total (%)	Gender (%) M	Gender (%) F	Grade (%) 4	Grade (%) 5	Grade (%) 6
How much do you agree or disagree?						
103. My teachers expect me to be the best I can be						
Strongly Disagree	1	1	0	1	1	0
Disagree	1	1	1	1	1	1
Not Sure	8	9	7	8	8	9
Agree	29	31	27	27	29	32
Strongly Agree	61	57	65	63	61	57
Missing Data	1	1	1	1	1	1
104. At school I try as hard as I can to do my best work						
Strongly Disagree	1	1	0	1	0	0
Disagree	1	1	1	1	1	1
Not Sure	5	7	4	5	6	5
Agree	29	32	26	27	30	32
Strongly Agree	62	56	68	65	61	60
Missing Data	2	2	1	2	2	2
105. It bothers me when I don't do something well at school						
Strongly Disagree	4	4	3	4	3	2
Disagree	5	5	5	6	5	3
Not Sure	17	18	16	19	16	10
Agree	33	33	32	31	34	34
Strongly Agree	41	38	44	39	41	52
Missing Data	1	1	1	1	1	1
106. One of my goals in class is to learn as much as I can						
Strongly Disagree	1	1	1	1	1	1
Disagree	2	3	1	2	2	2
Not Sure	11	12	9	10	11	10
Agree	30	32	28	27	32	35
Strongly Agree	53	48	59	57	52	49
Missing Data	2	3	2	2	2	2
107. It's important to me that I really understand my classwork						
Strongly Disagree	1	1	1	1	1	0
Disagree	1	1	1	1	1	1
Not Sure	8	10	7	10	8	6
Agree	36	39	33	34	37	37
Strongly Agree	52	47	58	53	51	54
Missing Data	2	2	1	2	2	1
108. I can do well in school if I want to						
Strongly Disagree	2	2	2	3	2	1
Disagree	2	2	3	4	2	1
Not Sure	11	12	11	14	10	7
Agree	29	32	26	27	30	32
Strongly Agree	53	50	57	50	55	57
Missing Data	2	2	2	2	2	1
109. I like other adults at my school (such as the librarian, principal, or school nurse)						
Strongly Disagree	1	2	1	1	2	2
Disagree	2	3	2	2	2	3
Not Sure	14	17	11	13	14	16
Agree	33	34	32	30	35	36
Strongly Agree	46	40	52	51	44	41
Missing Data	3	4	2	3	3	3

Survey Item	Total (%)	Gender (%) M	Gender (%) F	Grade (%) 4	Grade (%) 5	Grade (%) 6
How much do you agree or disagree?						
110. My teachers let me help with classroom decisions						
Strongly Disagree	4	6	3	5	4	3
Disagree	7	8	5	7	7	7
Not Sure	32	31	32	32	31	31
Agree	31	31	31	29	32	36
Strongly Agree	25	22	28	26	25	22
Missing Data	1	1	1	1	1	1
111. I am interested in the things we study at school						
Strongly Disagree	2	3	1	2	2	2
Disagree	4	5	3	3	4	4
Not Sure	16	17	15	15	16	16
Agree	40	39	40	37	41	45
Strongly Agree	36	33	38	39	34	32
Missing Data	3	4	2	4	3	2
112. I often skip school because I'm afraid of being hurt there						
Strongly Disagree	71	70	72	66	73	82
Disagree	13	12	13	14	13	10
Not Sure	7	8	7	9	7	3
Agree	3	4	3	4	3	1
Strongly Agree	4	5	3	5	4	2
Missing Data	2	1	2	2	1	2
113. I look forward to going to school						
Strongly Disagree	4	6	3	4	4	5
Disagree	6	7	5	5	6	7
Not Sure	17	20	15	16	18	19
Agree	31	30	32	28	32	36
Strongly Agree	39	34	44	44	37	30
Missing Data	3	3	2	3	3	2
114. What grades do you usually get in Math?						
Mostly A's, or Outstanding/Excellent marks	50	52	49	49	47	66
Mostly B's, or Good/Above average marks	33	31	35	34	34	23
Mostly C's, or Satisfactory/Average marks	9	8	10	8	10	6
Mostly D's, or Needs improvement/ Below average marks	2	2	2	2	2	1
Mostly F's, or Failing marks	1	1	1	1	1	1
Missing Data	5	6	4	6	5	3
115. What grades do you usually get in Reading and Writing, Language Arts, or English?						
Mostly A's, or Outstanding/Excellent marks	41	35	48	39	39	59
Mostly B's, or Good/Above average marks	37	39	34	37	37	30
Mostly C's, or Satisfactory/Average marks	13	15	11	14	14	6
Mostly D's, or Needs improvement/ Below average marks	3	4	2	3	3	2
Mostly F's, or Failing marks	1	1	1	1	1	1
Missing Data	5	7	4	6	5	3
116. What grades do you usually get in the rest of your classes other than Math and English?						
Mostly A's, or Outstanding/Excellent marks	45	42	48	43	43	68
Mostly B's, or Good/Above average marks	35	36	35	36	37	23
Mostly C's, or Satisfactory/Average marks	11	12	10	11	12	4
Mostly D's, or Needs improvement/ Below average marks	2	2	2	2	2	1
Mostly F's, or Failing marks	1	1	1	1	1	1
Missing Data	6	7	5	7	5	3

Survey Item	Total (%)	Gender (%) M	Gender (%) F	Grade (%) 4	Grade (%) 5	Grade (%) 6
Think of your good friends around your age, either inside or outside of school. How many of these friends …						
117. have ever drunk alcohol (such as beer or wine), not including for religious ceremonies?						
None	89	86	91	89	88	89
Some	8	10	6	8	8	9
Most	1	1	1	1	1	1
All	1	1	1	1	1	1
Missing Data	1	2	1	1	1	1
118. have ever used other drugs that are bad for them?						
None	95	93	96	94	95	97
Some	2	3	2	2	2	2
Most	1	1	0	1	0	0
All	1	1	1	1	1	1
Missing Data	1	2	1	1	1	1
119. get good grades in school?						
None	2	2	1	2	2	1
Some	17	19	16	18	18	12
Most	51	52	49	48	52	54
All	28	24	32	28	26	32
Missing Data	3	3	2	3	2	1
120. get into trouble at school?						
None	44	33	56	45	42	53
Some	47	56	38	46	49	42
Most	5	6	3	5	5	3
All	2	3	1	3	2	1
Missing Data	2	2	1	2	1	1
121. care about what is right and wrong?						
None	4	5	3	4	4	3
Some	17	20	13	18	17	12
Most	30	32	27	28	31	31
All	47	40	54	48	45	51
Missing Data	3	3	2	3	3	2
122. show they respect you?						
None	3	4	3	4	3	3
Some	13	15	11	14	13	9
Most	26	28	24	24	27	27
All	57	52	61	57	56	60
Missing Data	1	1	1	1	1	1
How much do you agree or disagree?						
123. I am good at making and keeping friends						
Strongly Disagree	1	1	1	1	1	1
Disagree	2	2	2	2	2	2
Not Sure	14	15	13	15	13	11
Agree	37	37	38	35	40	38
Strongly Agree	44	43	46	45	43	47
Missing Data	2	2	1	2	2	1
124. I feel really sad when one of my friends is unhappy						
Strongly Disagree	2	2	1	2	2	2
Disagree	3	4	2	3	3	3
Not Sure	20	26	14	20	20	17
Agree	38	37	38	35	39	44
Strongly Agree	36	28	44	39	34	34
Missing Data	1	2	1	1	2	1

Survey Item	Total (%)	Gender (%) M	Gender (%) F	Grade (%) 4	Grade (%) 5	Grade (%) 6
How much do you agree or disagree?						
125. I have friends at school						
Strongly Disagree	1	1	1	1	1	1
Disagree	1	1	1	1	1	1
Not Sure	3	3	3	3	3	3
Agree	24	25	22	24	24	23
Strongly Agree	67	65	70	67	67	70
Missing Data	4	4	3	4	4	3
126. I have friends to play with in my neighborhood						
Strongly Disagree	10	11	9	9	11	8
Disagree	10	9	11	10	10	10
Not Sure	12	11	13	12	12	14
Agree	27	28	26	26	28	29
Strongly Agree	39	39	39	42	37	38
Missing Data	1	2	1	1	2	1
127. My friends help me when I ask them to						
Strongly Disagree	2	2	2	2	2	1
Disagree	3	3	2	3	3	2
Not Sure	16	19	14	19	16	11
Agree	40	41	40	37	42	45
Strongly Agree	36	31	41	36	35	39
Missing Data	3	4	2	3	3	2
128. Adults in my neighborhood care about me						
Strongly Disagree	4	5	3	4	4	3
Disagree	4	5	4	4	5	3
Not Sure	33	35	32	34	34	29
Agree	30	29	30	27	30	35
Strongly Agree	26	24	29	28	24	29
Missing Data	3	3	2	3	3	2
129. Adults in my neighborhood know my name						
Strongly Disagree	5	6	5	5	6	4
Disagree	7	7	6	6	7	5
Not Sure	26	26	26	27	26	25
Agree	31	31	30	29	32	33
Strongly Agree	30	28	31	31	28	32
Missing Data	1	1	1	1	1	1
130. Adults in my neighborhood make me feel important						
Strongly Disagree	6	8	5	6	7	6
Disagree	10	10	10	10	10	8
Not Sure	39	40	39	39	40	41
Agree	23	22	24	21	24	24
Strongly Agree	18	17	20	21	16	19
Missing Data	3	3	3	3	3	3
131. Adults in my neighborhood listen to me						
Strongly Disagree	6	8	5	6	7	5
Disagree	8	8	8	9	8	7
Not Sure	34	35	33	34	34	33
Agree	29	28	29	27	30	30
Strongly Agree	20	18	22	22	19	22
Missing Data	2	3	2	2	2	3

Survey Item	Total (%)	Gender (%) M	Gender (%) F	Grade (%) 4	Grade (%) 5	Grade (%) 6
How much do you agree or disagree?						
132. If kids were being loud and bothering people in my neighborhood, my neighbors would tell them to stop						
Strongly Disagree	6	7	5	6	6	4
Disagree	7	7	7	7	7	7
Not Sure	34	34	34	35	33	32
Agree	27	27	27	25	28	30
Strongly Agree	24	22	25	25	23	24
Missing Data	3	3	3	3	3	2
133. Sometimes I play inside because I am afraid that someone in my neighborhood might hurt me						
Strongly Disagree	46	47	45	39	48	61
Disagree	18	18	19	18	19	19
Not Sure	17	17	17	19	16	11
Agree	9	9	9	11	9	5
Strongly Agree	8	8	8	11	7	3
Missing Data	2	1	2	2	2	1
134. My neighbors tell me if they see me do something good						
Strongly Disagree	8	10	7	8	9	7
Disagree	11	11	11	11	12	10
Not Sure	37	37	37	36	37	37
Agree	22	21	23	22	22	24
Strongly Agree	19	17	20	20	17	19
Missing Data	3	3	3	3	3	2
135. If kids were teasing or bullying someone in my neighborhood, my neighbors would tell them to stop						
Strongly Disagree	6	8	4	6	6	5
Disagree	5	5	5	5	5	3
Not Sure	33	33	32	33	32	32
Agree	24	25	24	22	26	27
Strongly Agree	31	28	33	32	29	32
Missing Data	2	1	2	2	1	1
136. I go to clubs or groups that give me chances to help others (such as reading to younger children or cleaning up a park)						
Strongly Disagree	15	18	12	15	15	11
Disagree	21	22	20	20	22	21
Not Sure	30	30	31	31	30	29
Agree	18	16	20	16	18	25
Strongly Agree	13	12	15	15	12	12
Missing Data	3	3	2	3	2	2
137. I like reading things for fun						
Strongly Disagree	4	5	3	3	5	6
Disagree	5	7	4	5	6	7
Not Sure	12	15	10	13	13	11
Agree	32	33	31	30	33	32
Strongly Agree	45	39	50	47	43	43
Missing Data	2	2	2	2	2	1
138. I sometimes think about what my life means						
Strongly Disagree	4	5	4	5	4	3
Disagree	6	7	6	6	7	5
Not Sure	27	26	27	28	27	24
Agree	34	35	34	32	36	39
Strongly Agree	26	25	27	27	25	27
Missing Data	2	2	2	3	2	2

Survey Item	Total (%)	Gender (%) M	Gender (%) F	Grade (%) 4	Grade (%) 5	Grade (%) 6
How much do you agree or disagree?						
139. When I'm at home, I spend most of my free time playing video games or watching TV						
Strongly Disagree	14	10	18	14	14	15
Disagree	23	20	27	20	24	31
Not Sure	21	20	21	21	20	21
Agree	23	26	21	22	24	22
Strongly Agree	17	22	12	20	16	9
Missing Data	2	2	2	2	2	1
140. I like to learn by going to places like museums, zoos, libraries, or science centers						
Strongly Disagree	4	5	4	4	4	5
Disagree	7	8	6	6	8	10
Not Sure	20	21	18	19	20	20
Agree	32	31	33	30	33	35
Strongly Agree	34	32	36	38	33	28
Missing Data	3	3	2	3	2	2
141. I like learning new things, even if they're not what we're studying at school						
Strongly Disagree	2	3	2	2	2	2
Disagree	3	4	3	3	3	3
Not Sure	17	18	15	17	16	16
Agree	38	37	38	35	39	43
Strongly Agree	38	36	40	40	37	34
Missing Data	2	2	2	2	2	1
142. Most days during the week, I read nonschool stuff just for fun (book, magazine, newspaper, or web pages)						
Strongly Disagree	6	7	5	6	5	5
Disagree	9	10	8	10	9	8
Not Sure	21	22	20	23	20	15
Agree	32	31	32	28	33	37
Strongly Agree	30	26	33	29	30	32
Missing Data	3	3	2	3	3	2
143. I sometimes wonder what my purpose is in life						
Strongly Disagree	7	7	7	6	7	7
Disagree	8	8	8	8	9	10
Not Sure	32	30	34	34	31	30
Agree	27	28	26	25	28	28
Strongly Agree	23	23	22	24	22	23
Missing Data	3	3	3	4	3	2
144. Most days during the week, I spend some of my free time doing things with my parents, like working on a project, playing, or reading together						
Strongly Disagree	5	6	4	5	5	7
Disagree	10	11	10	8	12	12
Not Sure	25	27	23	25	25	24
Agree	32	32	33	32	32	36
Strongly Agree	23	21	26	26	22	20
Missing Data	4	4	4	5	3	3
During a normal week, how many times do you …						
145. go to things <u>outside of school</u> like music, art, drama, dance, or writing programs?						
None	33	40	25	34	33	26
1	23	23	24	25	22	21
2 or more times	41	34	49	38	42	51
Missing Data	3	3	3	4	3	2

Survey Item	Total (%)	Gender (%) M	Gender (%) F	Grade (%) 4	Grade (%) 5	Grade (%) 6
During a normal week, how many times do you …						
146. play on a sports team (or help with the team in some way)?						
None	34	28	40	36	34	26
1	21	22	21	22	21	19
2 or more times	42	48	36	39	42	53
Missing Data	2	2	2	3	2	1
147. go to clubs or activities other than sports (like computer club, chess club, 4-H, YMCA/YWCA, or Boys and Girls Clubs)?						
None	60	61	60	60	61	62
1	20	20	20	19	20	21
2 or more times	16	16	17	17	16	15
Missing Data	3	4	3	4	3	3
148. go to programs, activities, or services at a church, synagogue, temple, mosque, or other religious or spiritual place?						
None	49	50	48	47	50	52
1	29	29	28	28	29	31
2 or more times	19	18	21	21	19	16
Missing Data	3	3	3	4	2	2
149. If someone at my school hit me or pushed me for no reason, the FIRST thing I'd do would be …						
Hit or push them right back	10	12	7	7	11	14
Try to hurt them worse than they hurt me	4	6	2	3	5	4
Try to talk to this person and work out our problems	23	22	25	23	23	27
Just ignore it and do nothing	14	17	12	12	15	19
Talk to an adult	41	35	48	46	39	32
Missing Data	7	8	6	9	6	3
150. How many days a week do you spend some time helping family members or friends?						
None	10	13	8	11	10	6
1	18	20	16	18	18	16
2	24	25	23	23	25	24
3	16	15	18	16	16	20
4 or more days	28	24	32	28	28	31
Missing Data	4	4	4	4	3	3
151. How many days a week do you spend some time helping neighbors?						
None	48	52	45	47	49	47
1	22	22	23	20	23	24
2	13	12	14	13	13	14
3	7	6	8	7	6	7
4 or more days	7	6	8	9	6	5
Missing Data	3	3	3	3	2	3
152. How many days a week do you spend some time helping other people at your school, church, synagogue, mosque, temple, or some other place?						
None	39	42	35	37	40	37
1	22	22	22	21	22	24
2	13	12	14	12	13	16
3	8	7	9	9	8	8
4 or more days	14	12	16	15	14	12
Missing Data	4	4	3	5	3	3

Survey Item	Total (%)	Gender (%) M	Gender (%) F	Grade (%) 4	Grade (%) 5	Grade (%) 6
How much do you do each of the following things when you have a problem of any kind?						
153. I discuss the problem with my parents or other adults						
A lot	32	30	34	31	32	36
Sometimes	43	43	42	42	43	43
A little	16	17	16	16	17	15
Never	5	6	4	6	5	4
Missing Data	3	3	3	4	3	3
154. I try to find different solutions to the problem						
A lot	31	30	32	29	31	39
Sometimes	43	43	42	41	44	42
A little	17	17	17	18	17	13
Never	6	7	5	7	6	3
Missing Data	3	3	3	4	2	2
155. I look for information to help me in magazines or books or on the Internet						
A lot	22	23	21	21	22	24
Sometimes	26	26	26	24	27	28
A little	20	20	20	21	20	20
Never	28	27	28	29	27	25
Missing Data	4	4	4	5	4	3
156. I ask my friends for help solving the problem						
A lot	22	19	25	21	22	28
Sometimes	37	36	38	34	39	37
A little	24	26	23	25	24	24
Never	13	15	10	15	12	8
Missing Data	4	3	4	4	3	3
Some kids have done or felt the following things, and some have not. How often have <u>you</u> done or felt each of these things?						
157. During the <u>last year</u>, how many times have you had alcohol to drink (not including for religious ceremonies)?						
4 or more times	2	2	1	2	2	1
2 or 3 times	2	3	2	2	2	2
1 time this year	4	6	3	4	4	5
Never	88	85	91	87	89	88
Missing Data	4	4	3	5	3	3
158. During the <u>last year</u>, how many times have you smoked cigarettes?						
4 or more times	1	1	0	1	1	0
2 or 3 times	1	1	1	1	1	0
1 time this year	1	1	1	1	1	0
Never	94	93	95	93	95	97
Missing Data	3	2	3	3	2	2
159. During the last year, how many times have you used marijuana (grass, pot)?						
4 or more times	1	1	1	1	1	0
2 or 3 times	1	1	1	2	1	0
1 time this year	1	2	1	2	1	1
Never	92	91	93	90	93	95
Missing Data	5	5	4	6	4	3

Survey Item	Total (%)	Gender (%) M	Gender (%) F	Grade (%) 4	Grade (%) 5	Grade (%) 6
160. During the last year, how many times have you damaged property just for fun (such as breaking windows, scratching a car, spraying paint on buildings or sidewalks, etc.)?						
4 or more times	1	2	1	2	1	1
2 or 3 times	2	2	1	2	1	1
1 time this year	4	5	2	4	3	3
Never	91	88	94	89	92	94
Missing Data	3	3	3	3	2	2
161. During the last year, how many times have you hit or beat up someone?						
4 or more times	4	6	3	5	4	3
2 or 3 times	4	6	3	4	5	4
1 time this year	9	12	6	8	10	8
Never	77	71	84	77	77	81
Missing Data	5	5	4	6	4	4
162. How often did you feel really sad or depressed during the last month?						
4 or more times	16	15	17	17	16	12
2 or 3 times	18	17	19	18	18	18
1 time this month	13	12	14	12	13	14
1 time before this month	16	17	15	15	16	19
Never	33	36	31	33	33	34
Missing Data	4	4	4	5	3	3
163. In the last year, has anyone hurt you by punching, hitting, slapping, or scratching you?						
Yes	36	42	31	38	36	31
No	39	33	45	36	39	46
Not Sure	21	21	21	22	21	20
Missing Data	4	4	3	5	3	3
164. On a normal school day, how much time do you spend with any adults (parents, other family, teachers, neighbors, etc.) from when school ends until dinner?						
I don't spend any time with an adult	13	15	11	15	12	8
1 hour a day	17	19	16	19	16	17
2 hours a day	11	12	11	10	12	15
3 hours a day	10	11	10	9	11	12
More than 3 hours a day	44	40	48	42	46	45
Missing Data	4	4	4	5	3	4
165. On a normal school day, how many hours do you spend watching TV or videos or playing video games, counting before school, after school, and at night?						
I don't spend any time that way	25	22	28	26	24	28
1 hour a day	34	32	35	34	33	36
2 hours a day	16	17	16	15	17	18
3 hours a day	8	9	7	7	9	7
More than 3 hours a day	13	16	10	13	13	9
Missing Data	4	4	4	5	3	3

Appendix C

Item Mapping to Assets, Deficits, Risk Behavior Patterns, and Thriving Indicators

EXTERNAL ASSETS

Support Assets	Question #	Question Text
Family support	39. 40. 41.	I get along well with my parents. My parents give me help and support. My parents let me know in lots of ways that they love me.
Positive family communication	42. 43.	If I were really worried about something, I would talk to my parents about it. It's easy to talk with my parents, even about things we don't agree on.
Other adult relationships		**Other than your family, think about other adults you have known for a long time. These could be neighbors, teachers, coaches, parents of friends. How many of the adults you've known for a long time…**
	88. 89. 90.	do you really like spending time with? do you get to talk with a lot? talk with you so you really get to know each other?
Caring neighborhood	128. 129.	Adults in my neighborhood care about me. Adults in my neighborhood know my name.
Caring school climate Teachers	96. 98. 101.	My teachers really care about me. My teachers make me feel good about what I do at school. My teachers tell me I can do things well.
Peers	97. 100.	The kids in my class are friendly to me. The kids in my class treat me with respect.
Parent involvement in schooling		**How often does one of your parents...?**
	71. 72. 73. 74. 75.	help you with your schoolwork? talk to you about what you are doing in school? ask you about homework? go to meetings or events at your school? talk with you about how doing well in school can help you in the future?

Empowerment Assets	Question #	Question Text
Community values children	130. 131. 134.	Adults in my neighborhood make me feel important. Adults in my neighborhood listen to me. My neighbors tell me if they see me do something good.
Children as resources	61. 110.	My parents let me help with family decisions. My teachers let me help with classroom decisions.
Service to others	136.	I go to clubs or groups that give me chances to help others (such as reading to younger children or cleaning up a park).
Safety	46. 112. 133.	Sometimes, I'm afraid that someone in my family might hurt me. I often skip school because I'm afraid of being hurt there. Sometimes I play inside because I am afraid that someone in my neighborhood might hurt me.

Boundaries and Expectations Assets	Question #	Question Text
Family boundaries	44. 67. 68. 69. 70.	44. My parents know what I am doing most of the time. **My parents have rules about:** which TV shows I watch. how late I stay up. what I can do with my friends. what I can do after school.
School boundaries	102.	If I break a rule at school, I will get in trouble.
Neighborhood boundaries	132. 135.	If kids were being loud and bothering people in my neighborhood, my neighbors would tell them to stop. If kids were teasing or bullying someone in my neighborhood, my neighbors would tell them to stop.

Boundaries and Expectations Assets (cont'd)	Question #	Question Text
Adult role models Parent role models/Other family adult role models	45. 47. 48.	My parents spend of time helping other people. My parents try to do their best at whatever they do. My parents show me what is right and wrong.
		Think about the adults in your family other than you parents, like your grandparents, aunts or uncles. **How much do you agree or disagree? Most of those other adults in my family . . .**
	81. 82. 83. 84. 85.	spend a lot of time helping other people. show me what is right and wrong. teach me to respect people who are not the same race or culture than you. help me understand how to spend, share, and save money. help me with decisions you have to make.
Nonfamily adult role models		**Other than in your family, think about adults you have known for a long time. These could be neighbors, teachers, coaches, parents of friends.** **How much do you agree or disagree? Most of the adults I've know for a long time. . .**
	91. 92. 93. 94. 95.	spend a lot of time helping other people. show me what is right and wrong. teach me to respect people who are not the same race or culture as me. help me understand how to spend, share, and save money. help me with decisions I have to make.
Positive peer influence		**Think of your good friends around your age, either in or outside of school. How many of these friends…**
	117. 118. 119. 120. 121. 122.	have ever drunk alcohol (such as beer or wine), not including for religious ceremonies? have ever used other drugs that are bad for them? get good grades in school? get into trouble at school? care about what is right and wrong? show they respect you?
High expectations	49. 103.	My parents expect me to be the best I can be. My teachers expect me to be the best I can be.

Constructive Use of Time Assets	Question #	Question Text
Creative activities		**During a normal week, how many times outside of school do you. . .**
	145.	go to things outside of school like music, art, drama, dance, or writing programs?
Child Programs		**During a normal week, how many times outside of school do you. . .**
	146.	play on a sports team (or help with a team in some way)?
	147.	go to clubs or activities other than sports (like a computer club, chess club, 4-H, Scouts, or Boys and Girls Clubs)?
Religious community		**During a normal week, how many times do you…**
	148.	go to programs, activities, or services at a church, synagogue, temple, mosque, or other religious or spiritual place?
Time at home	139.	When I'm at home, I spend most of my free time playing video games or watching TV.
	144.	Most days during the week, I spend some of my free time doing things with my parents like working on a project, playing, or reading together.

INTERNAL ASSETS

Commitment to Learning Assets	Question #	Question Text
Achievement motivation	104.	At school I try as hard as I can to do my best work.
	105.	It bothers me when I don't do something well at school.
	106.	One of my goals in class is to learn as much as I can.
	107.	It's important to me that I really understand my classwork.
	108.	I can do well in school if I want to.
Learning engagement		
<u>In school</u>	111.	I am interested in the things we study at school.
	113.	I look forward to going to school.
<u>Out of school</u>	140.	I like to learn by going to places like museums, zoos, libraries, or science centers.
	141.	I like learning new things, even if they're not what we're studying at school.

Commitment to Learning Assets (cont'd)	Question #	Question Text
Homework	16.	I almost always turn in my homework on time.
Bonding to adults at school	99. 109.	I like my teachers. I like other adults at my school (such as the school nurse, librarian, principal).
Reading for pleasure	137. 142.	I like reading things for fun. Most days during the week, I read nonschool stuff just for fun (book, magazine, newspaper, or web pages).

Positive Values Assets	Question #	Question Text
Caring		**My parents tell me it is important…**
	50.	to help other people.
Equality and social justice		**My parents tell me it is important…**
	51.	to speak up for everyone having the same rights and chances in life.
Integrity		**My parents tell me it is important…**
	52.	to stand up for what I believe, even when others don't agree with me.
Honesty		**My parents tell me it is important…**
	57.	to tell the truth, even when it is hard.
Responsibility		**My parents tell me it is important…**
	56.	to admit it when I make a mistake or get into trouble.
Healthy lifestyle		**My parents tell me it is important…**
	53.	not to smoke cigarettes or use chewing tobacco.
	54.	not to use alcohol.
	55.	to always wear a helmet when I ride a bike.
	58.	to eat healthy foods like fruits and vegetables .
	60.	My parents tell me it is okay to ask them questions about the changes boys and girls go through as they grow up.

Social Competencies Assets	Question #	Question Text
Planning and decision making	8.	Most of the time, when I have a big job to do, I think about the things I need to do to get it done.
	31.	Most of the time, I think carefully about what to do before I decide things.
	32.	Most of the time, I feel happy about the results of the decisions I make.
	36.	Most of the time, when I make a decision, I think first about the good and bad things that can happen.
Interpersonal competence	6.	I care about other people's feelings.
Empathy	14.	It makes me sad to see a girl or boy who can't find anyone to play with.
	33.	It makes me happy to see other people who are happy.
	124.	I feel really sad when one of my friends is unhappy.
Affiliation	9.	I am always friendly.
	10.	I always smile.
	123.	I am good at making and keeping friends.
	125.	I have friends at school.
	126.	I have friends to play with in my neighborhood.
	127.	My friends help me when I ask them to.
Positive self-control	11.	I can calm myself down pretty quickly when I get mad.
	12.	I stop talking when adults tell me to stop.
	17.	I usually stay pretty calm when things don't go my way.
Cultural competence		**My parents tell me it is important …**
	59.	to be proud of my own cultural heritage.
	62.	to treat handicapped or disabled people the same way I treat everybody else.
	63.	to play with kids who are not the same race or culture as me.
	64.	to spend time with different kinds of people, not only people just like me.
	65.	to have some friends who are not the same race or culture as me.
	66.	to learn from people who are different from me.
Resistance skills	15.	I am able to say no when someone wants me to do things that are wrong or dangerous.
	29.	Most of the time, I am good at staying away from people who will get me in trouble.

Social Competencies Assets (cont'd)	Question #	Question Text
Peaceful conflict resolution	149.	**If someone at my school hit me or pushed me for no reason, the FIRST thing I'd do would be…** hit or push them right back. try to hurt them worse than they hurt me. try to talk to this person and work out our problems. just ignore it and do nothing. talk to an adult.

Positive Identity Assets	Question #	Question Text
Personal power	21. 34. 35.	If I set a goal, I feel as if I can reach it. I feel as if I can solve most problems in my life. I am a confident person.
Self-esteem	18. 19. 20. 22. 23.	I am good at doing a lot of things. I have special hobbies, skills, or talents. Most of the time, I like myself. Most of the time, I am glad to be me. I feel that I do not have much to be proud of.
Sense of purpose	138. 143.	I sometimes think about what my life means. I sometimes wonder what my purpose is in life.
Positive view of personal future	24. 25. 26. 27.	I feel as if I will be happy and successful as I grow up. I like thinking about what my future will be like. I feel hopeful when I think about my future. There are some adults in my life who talk to me about planning for my future.

DEFICITS

Deficits	Question #	Question Text
Alone at home	164.	On a normal school day, how much time do you spend with any adults (parents, other family, teachers, neighbors, etc.) from when school ends until dinner?
TV overexposure	165.	On a normal school day, how many hours do you spend watching TV or videos or playing video games, counting before school, after school, and at night?
Victim of violence	163.	In the last year, has anyone hurt you by punching, hitting, slapping, or scratching you?

RISK BEHAVIOR PATTERNS

Risk Behavior Patterns	Question #	Question Text
Alcohol	157.	During the last year, how many times have you had alcohol to drink (not including for religious ceremonies)?
Tobacco	158.	During the last year, how many times have you smoked cigarettes?
Marijuana	159.	During the last year, how many times have you used marijuana (grass, pot)?
Antisocial behavior	160.	During the last year, how many times have you damaged property just for fun (such as breaking windows, scratching a car, spraying paint on buildings or sidewalks, etc.)?
Physical aggression/Violence	161.	During the last year, how many times have you hit or beat up someone?
Sadness	162.	How often did you feel really sad or depressed during the last month?

THRIVING INDICATORS

Thriving Indicators	Question #	Question Text
School success	114.	How well do you do in Math?
	115.	How well do you do in Reading and Writing, Language Arts, or English?
	116.	How well do you do in the rest of your classes other than Math and English?
Helps others	150.	How many days a week do you spend some time helping family members or friends?
	151.	How many days a week do you spend some time helping neighbors?
	152.	How many days a week do you spend some time helping other people at your school, church, synagogue, mosque, or temple, or some other place?
Values diversity	7.	I get along well with people who aren't the same race or culture as me.
	13.	Kids can be my friends no matter what race or culture they are.
Delays gratification	28.	I am able to save my money for something I really want.
	30.	It's easy for me to wait for something I want.
Coregulation		**In your family, how much do you get to HELP DECIDE these things:**
	76.	What you can watch on TV?
	77.	What clothes you wear to school?
	78.	Where you spend your time after school?
	79.	What music you can buy or listen to?
	80.	What your bedtime is on weekends?
Coping		**How much do you do each of the following things when you have any kind of a problem?**
	153.	I discuss the problem with my parents or other adults.
	154.	I try to find different solutions to the problem.
	155.	I look for information to help me in magazines or books or on the Internet.
	156.	I ask my friends for help solving the problem.
Life satisfaction		**How often do you feel the following things?**
	37.	My life is just right.
	38.	I have a good life.

Appendix D

Bibliography of the Theory and Research on Search Institute's Framework of Developmental Assets

(*indicates peer-reviewed journal)

Benson, P.L. (2003). Developmental assets and asset-building community: Conceptual and empirical foundations. In R.M. Lerner, & P.L. Benson (Eds.), *Developmental assets and asset-building communities: Implications for research, policy, and practice* (pp. 19-46). New York: Kluwer/Plenum.

Benson, P. L. (1997). *All kids are our kids: What communities must do to raise healthy and responsible children and adolescents*. San Francisco: Jossey-Bass.

Benson, P.L. (1990). *The troubled journey: A portrait of 6th – 12th grade youth.* Minneapolis, MN: Search Institute.

Benson, P.L., & Saito, R.N. (2001). The scientific foundations of youth development. In P.L. Benson & K.J. Pittman (Eds.), *Trends in youth development: Visions, realities, and challenges* (pp. 135-154). Boston: Kluwer Academic Publishers.

Benson, P. L., Scales, P. C., & Mannes, M. (2003). Developmental strengths and their sources: Implications for the study and practice of community building. In R. M. Lerner, F. Jacobs, & D. Wertlieb (Eds.), *Handbook of applied developmental science, Vol. 1: Applying developmental science for youth and families: Historical and theoretical foundations* (pp. 369-406 Ch. 17). Thousand Oaks, CA: Sage.

*Benson, P. L., Leffert, N., Scales, P. C., & Blyth, D. A. (1998). Beyond the 'village' rhetoric: Creating healthy communities for children and adolescents. *Applied Developmental Science, 2,* 138-159.

Developmental assets: A profile of your youth. (2001). Minneapolis: Search Institute, 1999-2000 school year aggregate dataset. Unpublished report.

*Leffert, N., Benson, P. L., Scales, P. C., Sharma, A., Drake, D., & Blyth, D. A. (1998). Developmental assets: Measurement and prediction of risk behaviors among adolescents. *Applied Developmental Science, 2*, 209-230.

Leffert, N., Benson, P.L., & Roehlkepartain, J.L. (1997). *Starting out right: Developmental assets for children.* Minneapolis: Search Institute.

Scales, P.C., Benson, P.L., Mannes, M., Hintz, N.R., Roehlkepartain, E.C., & Sullivan, T.K. (2003). *Other people's kids: Social expectations and American adults' involvement with children and adolescents*. New York: Kluwer/Plenum.

*Scales, P.C., Benson, P.L., Roehlkepartain, E.C., Hintz, N.R., Sullivan, T.K., & Mannes, M. (2001). The role of the neighborhood and community in building developmental assets for children and youth: A national study of social norms among American adults. *Journal of Community Psychology, 29,* 703-727.

*Scales, P. C., Benson, P. L., Leffert, N., & Blyth, D. A. (2000). Contribution of developmental assets to the prediction of thriving among adolescents. *Applied Developmental Science, 4*, 27-46.

*Scales, P.C. (1999). Developmental assets: Response to Price and Drake ("Asset building: Rhetoric versus Reality—a cautionary note"). *Journal of School Health*, *69*, 217-218.

Scales, P.C. & Leffert, N. (1999). *Developmental Assets: A synthesis of the scientific research on adolescent development*. Minneapolis: Search Institute.

Scales, P.C., Sesma, A., Jr., & Bolstrom, B. (2004). *Coming into their own: How developmental assets promote positive growth in middle childhood.* Minneapolis: Search Institute.

Scales, P.C., Sesma, A., Jr., & Bolstrom, B. (2003). *Me and My World: Technical Manual.* Minneapolis: Search Institute.

Appendix E

Search Institute Asset-Promoting Print and Video Resources

Building Assets is Elementary: Group Activities for Helping Kids Ages 8-12 Succeed
This activity book offers practical, easy, fun strategies for building assets with groups of children in grades 4-6. Activities are flexible so group leaders can easily adapt them to any classroom or youth group setting.

Coming into Their Own: How Developmental Assets Promote Positive Growth in Middle Childhood
Children in middle childhood are approaching the cusp of early adolescence and beginning the transition toward emerging selfhood and self-regulation—they are Coming into Their Own. This new resource provides the latest research findings from studies on development of children grades 4-6 and fascinating learnings from around the world about what truly can help kids at this age grow up well and healthy.

Great Places to Learn: How Asset-Building Schools Help Students Succeed
Rooted in many years of research about the effectiveness of assets, this foundational book shines as a powerful, positive guide to infusing assets into any school community. A popular Search Institute resource for educators.

"You Have to Live It" Building Developmental Assets in School Communities
Winner of The Association of Educational Publisher's 2000 Distinguished Achievement Award, this video lets you see and hear for yourself how schools around North America are building assets for and with students from elementary to the high school level.

Ideas That Cook: Activities for Asset Builders in School Communities
Just as reading a great recipe can conjure up visions of a great meal, so too can this collection of great real-life activities inspire teachers and youth workers to "cook up" lasting good results with kids.

More Than Just a Place To Go *video*
Based on three different out-of-school programs, this video shows how to intentionally create and foster a developmentally-attentive environment, staff, and program for young people. (Call for information about More Than A Place To Go *book* and *training.)*

Powerful Teaching: Developmental Assets in Curriculum and Instruction
In response to educators' requests to do more with Developmental Assets, Search Institute has designed this resource that exclusively deals with the core of everyday classroom teaching and learning. Powerful Teaching shows education professionals how to infuse the assets into their existing curriculum and instruction without starting a new program.

Building Developmental Assets in School Communities training
Learn how to help your students succeed both academically and developmentally in this popular training.

Deepening Developmental Assets in School Communities training
Engage your whole school in asset building and climate improvement efforts with this training. It's the next step after the Building Developmental Assets in School Communities training.

Project Cornerstone
1922 The Alameda, Third Floor
San José, CA 95126
408-351-6482

Project Cornerstone is an initiative of the YMCA of Silicon Valley

To view all Santa Clara County survey reports and learn more about Project Cornerstone, visit www.projectcornerstone.org