

Developmental Assets: A Profile of Our Youth

An Overview of the Search Institute's
40 Developmental Assets



Michelli Ramon
Wellness Counselor
Alamo Heights ISD
mramon@ahisd.net



Strategy 2

**We will aggressively confront
the social and emotional
issues of our community.**



What factors contribute to healthy development in children and teens?



Do the Adults in Your Life...

Encourage School Success?	79 %
Teach Respect for Cultural Differences?	67 %
Teach Shared Values?	55 %
Ensure Well-Being of Neighborhood Kids? ..	55 %
Know Names?	51 %
Report Misbehavior?	49 %
Guide Decision Making?	46 %
Provide Service Activities?	39 %
Seek Opinions?	38 %
Give Financial Guidance?	32 %
Pass Down Traditions?	32 %
Have Meaningful Conversations?	29 %
Play Sports/Art with Kids?	28 %
Discuss Religious Beliefs?	26 %
Discuss Personal Values?	25 %
Report Positive Behavior?	3 %



Alamo Heights Independent School District

Alcohol Use	53%	30%	11%	3%
Illicit Drug Use	42%	19%	6%	1%
Sexual Activity	33%	21%	10%	3%
Violence	61%	35%	16%	6%
School Problems	43%	19%	7%	2%
Depression/Suicide	40%	25%	13%	4%
Resists Danger	6%	15%	29%	43%
Good Health	25%	46%	69%	88%
Helps Others	69%	83%	91%	96%
Values Diversity	34%	53%	69%	87%
Success in School	7%	19%	35%	53%
Delays Gratification	27%	42%	56%	72%
Number of Assets	0-10	11-20	21-30	31-40



A Tradition of Excellence

Strategy 2

We will aggressively confront the social and emotional issues of our community.

- Track students' developmental strengths based on the Search Institute's "40 Developmental Assets" in order to identify students in need, determine program requirements, and evaluate program effectiveness."



Survey Administration and Scoring

November 2, 2010

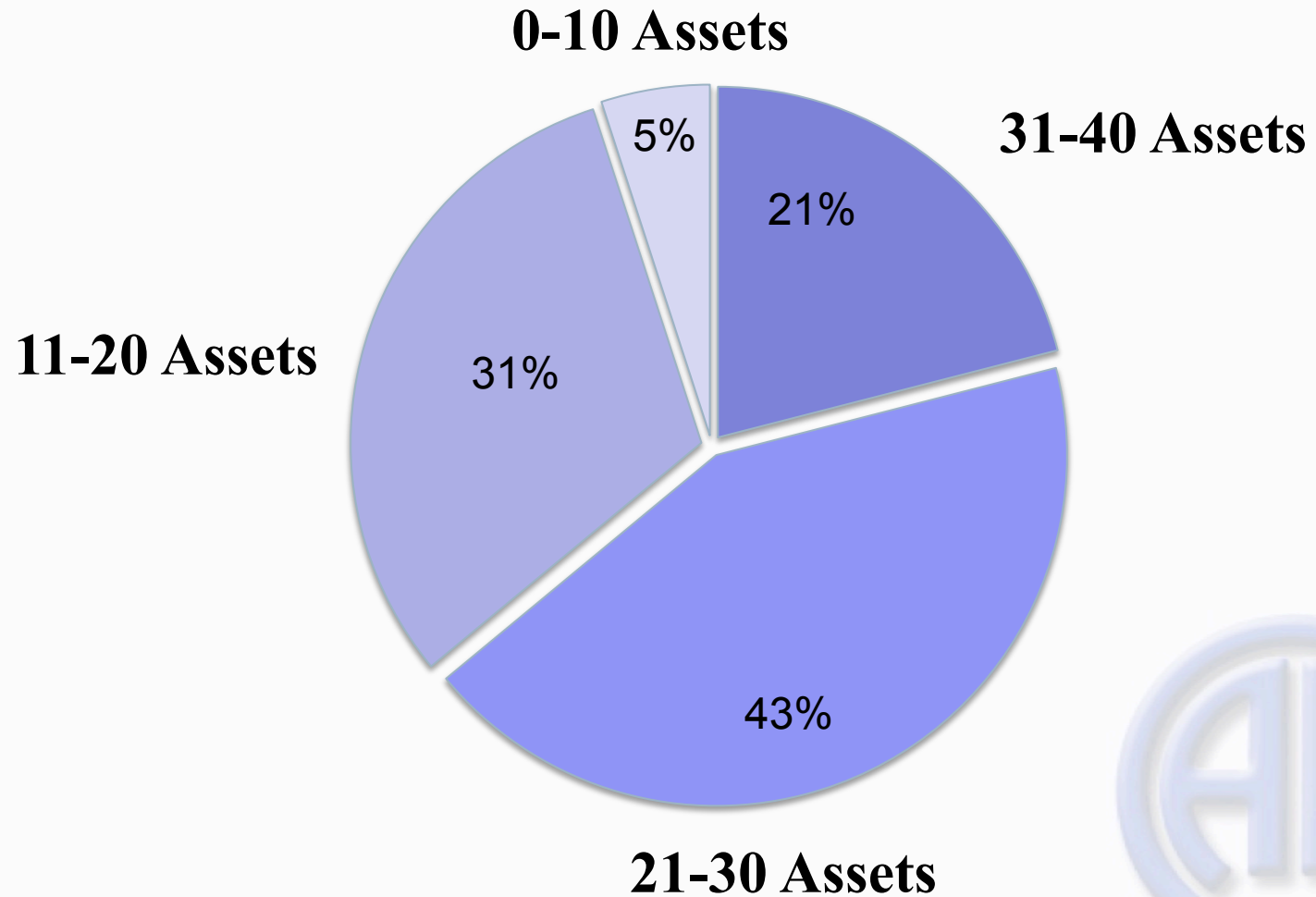
- Grade Level Administration in Auditorium
- 1.5 hours per grade level
- 87% of 7th Grade
- 56% of 9th Grade
- 57% of 11th Grade

Discarded Surveys

- 1 of 744



AHISD Composite Asset Count



A Tradition of Excellence

External Assets

Support

1	Family Support	Family life provides high levels of love and support.	82
2	Positive Family Communication	Young person and his or her parents communicate positively and young person is willing to seek parents' advice and counsel.	38
3	Other Adult Relationships	Young person receives support from three or more non-parent adults.	60
4	Caring Neighborhood	Young person experiences caring neighbors.	50
5	Caring School Climate	School provides a caring, encouraging environment.	45
6	Parent School Involvement	Parents are actively involved in helping young person succeed in school.	45

Empowerment

7	Community Values Youth	Young person perceives that adults in the community value youth.	34
8	Youth as Resources	Young people are given useful roles in the community	41
9	Service to Others	Young person serves in the community one hour or more per week.	58
10	Safety	Young person feels safe at home, school, and in the neighborhood.	50

External Assets

Boundaries and Expectations

11	Family Boundaries	Family has clear rules and consequences and monitors the young person's whereabouts.	53
12	School Boundaries	School provides clear rules and consequences.	59
13	Neighborhood Boundaries	Neighbors take responsibility for monitoring young people's behavior.	55
14	Adult Role Models	Parents and other adults model positive, responsible behavior	44
15	Positive Peer Influence	Young person's best friends model responsible behavior.	74
16	High Expectations	Both parents and teachers encourage the young person to do well.	59

Constructive Use of Time

17	Creative Activities	Young person spends three or more hours per week in lessons or practice in music, theater, or the arts.	24
18	Youth Programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations	76
19	Religious Community	Young person spends one or more hours per week in activities in a religious institution.	72
20	Time at Home	Young person is out with friends "with nothing special to do" two or fewer nights per week.	76

Internal Assets

Commitment to Learning

21	Achievement	Young person is motivated to do well in school.	82
22	School Engagement	Young person is actively engaged in learning.	65
23	Homework	Young person reports doing at least one hour of homework every school day.	73
24	Bonding to School	Young person cares about his or her school.	78
25	Reading for Pleasure	Young person reads for pleasure three or more hours per week.	31

Positive Values

26	Caring	Young person places high value on helping other people.	58
27	Equality and Social Justice	Young person places high value on promoting equality and reducing hunger and poverty.	60
28	Integrity	Young person acts on convictions and stands up for his or her beliefs.	71
29	Honesty	Young person tells the truth even when it is not easy.	70
30	Responsibility	Young person accepts and takes personal responsibility.	68
31	Restraint	Young person believes it is important not to be sexually active or to use alcohol or drugs.	55

Internal Assets

Social Competencies

32	Planning and Decision-Making	Young person knows how to plan ahead and make choices.	36
33	Interpersonal Competence	Young person has empathy, sensitivity, and friendship skills.	48
34	Cultural Competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	44
35	Resistance Skills	Young person can resist negative peer pressure and dangerous situations.	52
36	Peaceful Conflict Resolution	Young person seeks to resolve conflict non-violently.	58

Positive Identity

37	Personal Power	Young person feels he or she has control over “things that happen to me.”	50
38	Self-Esteem	Young person reports having a high self-esteem.	52
39	Sense of Purpose	Young person reports that “my life has a purpose.”	68
40	Positive View of Personal Future	Young person is optimistic about his or her personal future.	80

Strengths

Support from home

Commitment to learning

Constructive use of time

Positive values

District vision



Opportunities

Asset Building Efforts at AHJS

Safety

- Locked Entrances
- Video Cameras
- Increased Counselor Support

Family Communication

- Parent Trainings
- Breaking the Silence Series
- Family Support through Counseling

Restraint

- Drug and alcohol education
- Community partnerships (UTHSC_
- AA meetings

Positive Identity

- Chain reaction week
- Leadership opportunities



A Tradition of Excellence

Developmental Assets: A Profile of Our Youth

An Overview of the Search Institute's
40 Developmental Assets



Michelli Ramon
Wellness Counselor
Alamo Heights ISD
mramon@ahisd.net

