

**Building Your Tool Box:
The 40 Developmental Assets**

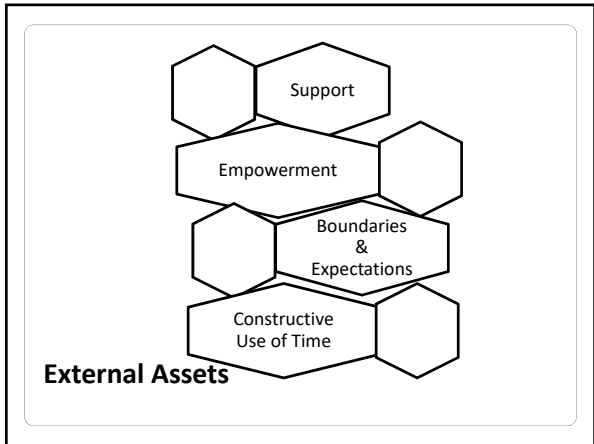
*Conducted by Jessica Andrews-Wilson, GUIDE, Inc.
www.guideinc.org*

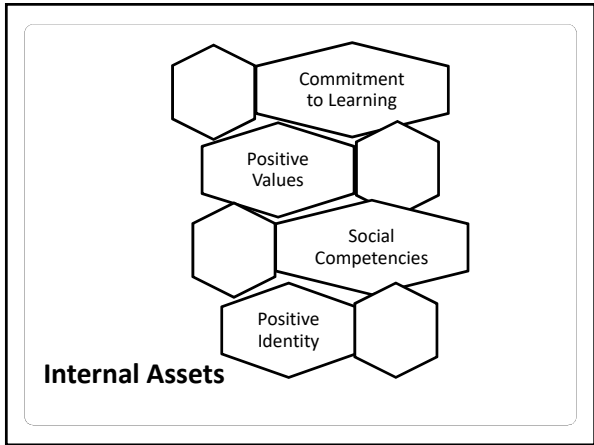
**Write
It
Before
You
Talk**

WIBYT

- Search Institute - Minneapolis
- Since 1989/published in 1990
 - 30 assets
- 6th-12th grade students
- Public & private schools
- Revised several times
- Building blocks of Healthy Development
- Search-Institute.com

40 Developmental Assets





SUPPORT ASSETS

- Family Support
- Positive Family Communication
- Other Adult Relationships
- Caring Neighborhood
- Caring School Climate
- Parent Involvement in Schooling

A black and white photograph showing a young child and an adult sitting at a table, engaged in an activity. The child is looking towards the camera, and the adult is looking down at the table. There are various items on the table, including what looks like a small container and some papers.

EMPOWERMENT ASSETS

- Community Values Youth
- Youth As Resource
- Service To Others
- Safety



BOUNDARIES & EXPECTATIONS

- Family Boundaries
- School Boundaries
- Neighborhood Boundaries
- Adult Role Models
- Positive Peer Influence
- High Expectations



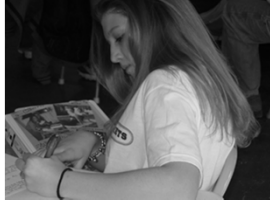
CONSTRUCTIVE USE OF TIME

- Creative Activities
- Youth Programs
- Religious Community
- Time At Home



COMMITMENT TO LEARNING

- Achievement Motivation
- School Engagement
- Homework
- Bonding To School
- Reading For Pleasure



POSITIVE VALUES

- Caring
- Equality and Social Justice
- Integrity
- Honesty
- Responsibility
- Restraint



SOCIAL COMPETENCIES

- Planning and Decision Making
- Interpersonal Competence
- Cultural Competence
- Resistance Skills
- Peaceful Conflict Resolution



POSITIVE IDENTITY

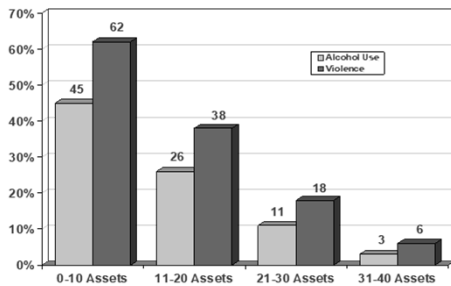
- Personal Power
- Self-Esteem
- Sense of Purpose
- Positive View of Personal Future

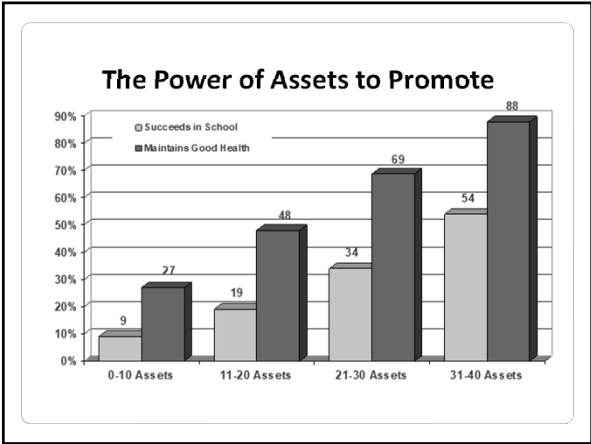


ASSETS ARE
COMMON SENSE
BUT WE NEED TO MAKE THEM
COMMON PRACTICE.



The Power of Assets to Protect

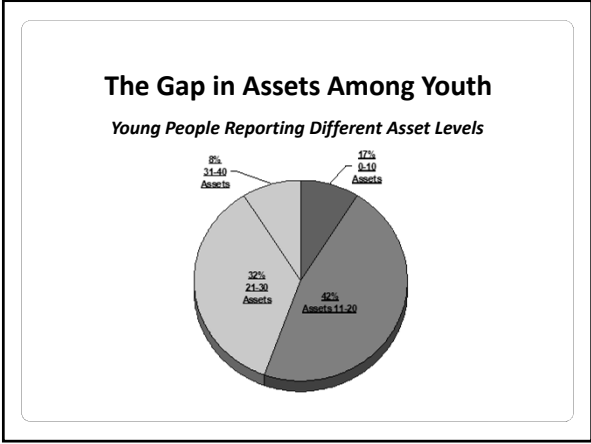


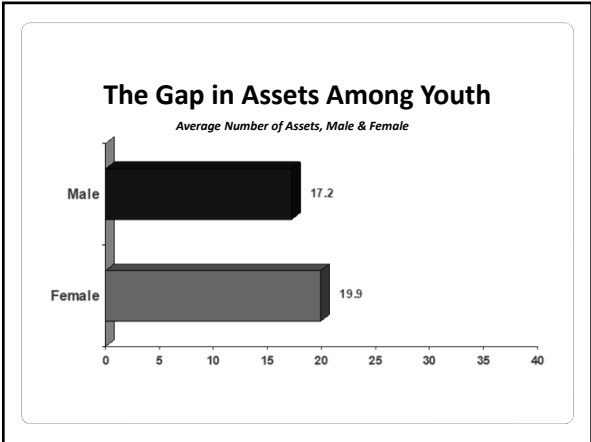


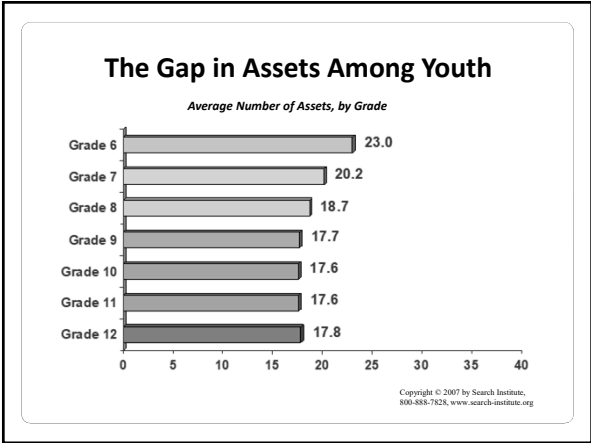
Fundamental Assumption of the Developmental Assets Model

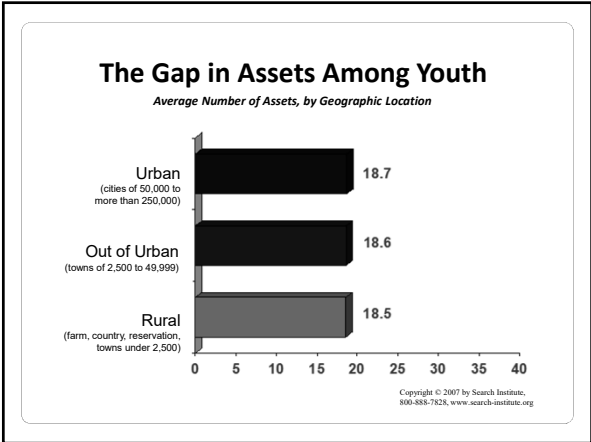
The more of these positive experiences children
have in their lives, the greater the likelihood
that they will succeed developmentally.

MORE IS BETTER!









The Asset-Building Difference

From . . .

Young people's problems
Professionals' work
Young people absorbing resources
Programs alone
Troubled young people
Accountable only for own behavior
Incidental asset building
Blaming others

To . . .

Young people's strengths
Everyone's work
Young people as resources
Relationships
All young people
Accountable as well for other adults' behavior
Intentional asset building
Claiming responsibility

“When we speak of ‘prevention’ and ‘youth development,’ we must be articulate not just about what we are trying to prevent, but what we are trying to promote. Being problem-free is not the same as being fully prepared.”

Karen Pittman
Center for Youth Development
Policy Research



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