USING AN ASSET-BASED APPROACH TO CONNECT WITH ALL STUDENTS

AN INTRODUCTION TO DEVELOPMENTAL ASSETS

SCCOE 4TH ANNUAL PBIS/SCHOOL CLIMATE SYMPOSIUM TEACHER WORKSHOP APRIL 6, 2018

PROJECT CORNERSTONE
A YMCA of Silicon Valley Initiative
AGENDA FOR TODAY

To explore:

- What are Developmental Assets?
- Why are Assets important for students?
- How can I build Assets at school?
PROJECT CORNERSTONE

➢ Is an initiative/part of the YMCA of Silicon Valley

➢ Helps schools and communities in Silicon Valley work with youth to help them succeed

➢ Uses research from Search Institute, who came up with the Developmental Assets framework
Project Cornerstone

"All kids need is a little help, a little hope, and someone who believes in them."
Project Cornerstone Programs & Services

Staff Engagement:
- **Staff Training**: Administrators, Teachers, Noon Supervisors/Yard Duty Staff, Instructional Assistants, Counselors...
- The Dot Activity

Parent Engagement:
- **ABC** (Assets Building Champions), LD (Los Dichos), PK/TK
- **Middle School Volunteer Faire and Meetings** (for resources on clubs, activities, and curriculum)
- TIP (Take It Personally Parent Workshop)
- **Other Parent Workshops**: Introduction to Assets; UPstander (Bullying Prevention)

Student Engagement:
- **Expect Respect Student Workshop**
LOOKING AT OURSELVES FIRST

- Why did you choose to work in education?
- What is a good day at school?
- What is a bad day at school?
- What “saves” a bad day?
A good day is about feeling valued, respected, and known.

A bad day is about isolation, feeling unprepared, and lacking resources.

The “saves” are bucket-filling moments by UPstanders... People who notice, name, and celebrate YOU by making you feel connection, belonging, and support.
What’s good for adults is also good for kids.

Youth do better when they have relationships that make them feel valued, respected, and known.
What are Developmental Assets?
## DEVELOPMENTAL ASSETS

### EXTERNAL ASSETS

<table>
<thead>
<tr>
<th>Support</th>
<th>Internal Assets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Positive family relationships</td>
<td>2. Other adults who value the child's success and support (e.g., teacher, coach).</td>
</tr>
<tr>
<td>3. Caring neighborhoods</td>
<td>3. Sample adult role models who provide opportunities for success.</td>
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</tbody>
</table>

### EMPOWERMENT

- Community values youth: Youth feels valued and appreciated by adults in the community.
- Safe and healthy place to live: Youth feels safe and healthy in their community.
- Sense of belonging: Youth feels connected to their community.
- Sense of identity: Youth feels confident in who they are.
- Sense of purpose: Youth feels their actions are meaningful.

### BOUNDARIES & EXPECTATIONS

- Family boundaries: Family has clear rules and consequences.
- School boundaries: School provides clear rules and consequences.

### CONSTRUCTIVE USE OF TIME

- Creative activities: Youth participates in creative activities.
- Child programs: Youth participates in organized programs.

### COMMITMENT TO LEARNING

- Academic achievement: Youth is motivated and strives to do well academically.
- Learning engagement: Youth is engaged and interested in learning.

### POSITIVE VALUES

- Model behaviors: Youth learns from role models.
- Equality and social justice: Youth values diversity and equity.

### SOCIAL COMPETENCIES

- Planning and decision-making: Youth demonstrates good decision-making skills.
- Interpersonal competence: Youth demonstrates good interpersonal skills.

### POSITIVE IDENTITIES

- Personal power: Youth feels capable and in control.
- Positive identity: Youth feels good about who they are.

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Developmental Assets are the positive values, relationships, and experiences that ALL youth need to thrive.

Search Institute has identified 40 assets in eight categories.

Project Cornerstone has 41 assets.
ASSET 41: POSITIVE CULTURAL IDENTITY

POSITIVE CULTURAL IDENTITY Youth feels comfortable with and proud of their identity, including but not limited to ability status, body size, ethnicity, faith/religion, family status, gender, gender expression, gender identity, immigration status, language, race, and sexual orientation. *

* Project Cornerstone established this asset for Silicon Valley as a result of local community input.
8 ASSET CATEGORIES

**External**
- Support
- Empowerment
- Boundaries/Expectations
- Constructive Use of Time

**Internal**
- Commitment to Learning
- Positive Values
- Social Competencies
- Positive Identity
# 20 External Assets

## The 20 External Assets

<table>
<thead>
<tr>
<th>Support</th>
<th>Family support</th>
<th>Positive family communication</th>
<th>Other adult relationships</th>
<th>Caring neighbourhood</th>
<th>Caring school climate</th>
<th>Parent involvement in schooling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empowerment</td>
<td>Community values youth</td>
<td>Youth as resources</td>
<td>Service to others</td>
<td>Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boundaries and Expectations</td>
<td>Family boundaries</td>
<td>School boundaries</td>
<td>Neighbourhood boundaries</td>
<td>Adult role models</td>
<td>Positive peer influence</td>
<td>High expectations</td>
</tr>
<tr>
<td>Constructive Use of Time</td>
<td>Creative activities</td>
<td>Youth programs</td>
<td>Religious community</td>
<td>Time at home</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# 20 (+1) INTERNAL ASSETS

<table>
<thead>
<tr>
<th>The 20 Internal Assets</th>
<th>Achievement motivation</th>
<th>School engagement</th>
<th>Homework</th>
<th>Bonding to school</th>
<th>Reading for pleasure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Commitment to Learning</strong></td>
<td>Caring</td>
<td>Equality and social justice</td>
<td>Integrity</td>
<td>Honesty</td>
<td>Responsibility</td>
</tr>
<tr>
<td><strong>Positive Values</strong></td>
<td>Planning and decision making</td>
<td>Interpersonal competence</td>
<td>Cultural competence</td>
<td>Resistance skills</td>
<td>Peaceful conflict resolution</td>
</tr>
<tr>
<td><strong>Social Competencies</strong></td>
<td>Personal power</td>
<td>Self-esteem</td>
<td>Sense of purpose</td>
<td>Positive view of personal future</td>
<td></td>
</tr>
<tr>
<td><strong>Positive Identity</strong></td>
<td>Positive Cultural Identity</td>
<td></td>
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</table>
SEARCH INSTITUTE’S DEVELOPMENTAL ASSETS SURVEY

When:

- Project Cornerstone administered the surveys county-wide in:
  - 1999
  - 2004
  - 2010
  - Fall 2016

(Data results released in 2017)
DEVELOPMENTAL ASSETS SURVEY

What:

- Measures students’ **attitudes, behaviors, and Developmental Assets** (the positive values, relationships, and experiences that help young people succeed)

- Measures **risk-taking behaviors** and **thriving indicators**, showing how the presence or absence of Developmental Assets affects whether young people make healthy choices
DEVELOPMENTAL ASSETS SURVEY

Who:
More than 43,000 students total:
- 25 school districts throughout Santa Clara County
- More than 180 schools
- 12,947 ES students
- 12,911 MS Students
- 17,794 HS Students
Their perception IS their reality...
Why are Assets important?
WHAT DOES THE RESEARCH SAY?

Youth do better when they have relationships and experiences that make them feel **valued, respected, and known**.

- Youth with lower asset levels are more likely to engage in risk behaviors and be less successful at school. *(Risk-Taking Behaviors)*

- Youth with higher asset levels are more likely to choose healthy activities, succeed in school, and avoid risk behaviors. *(Thriving Indicators)*
THE MORE ASSETS, THE BETTER

Search Institute created 4 levels for the average number of assets and linked them to risky and thriving behaviors.

<table>
<thead>
<tr>
<th>Level</th>
<th>Asset Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thriving/Optimal</td>
<td>31-40 assets</td>
</tr>
<tr>
<td>Adequate</td>
<td>21-30 assets</td>
</tr>
<tr>
<td>Vulnerable</td>
<td>11-20 assets</td>
</tr>
<tr>
<td>At Risk</td>
<td>0-10 assets</td>
</tr>
</tbody>
</table>
AVERAGE NUMBER OF ASSETS
ELEMENTARY TO MIDDLE/HIGH SCHOOL:
SANTA CLARA COUNTY (SCC) 2017 REPORT

Overall Asset Levels
for Students Grades 4-6

- 35% Optimal
- 20% Vulnerable
- 3% At Risk

Overall Asset Levels
for Students Grades 7-12

- 12% Optimal
- 42% Adequate
- 40% Vulnerable

0–10 Assets
AT RISK

11–20 Assets
VULNERABLE

21–30 Assets
ADEQUATE

31–40 Assets
OPTIMAL
Growth From 1999 – 2016

<table>
<thead>
<tr>
<th>Year</th>
<th>*Elementary</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>26.8</td>
<td>20.5</td>
<td>17.7</td>
</tr>
<tr>
<td>2004</td>
<td>26.5</td>
<td>21.3</td>
<td>17.8</td>
</tr>
<tr>
<td>2010</td>
<td>26.3</td>
<td>22.2</td>
<td>20.1</td>
</tr>
<tr>
<td>2016</td>
<td>23.1</td>
<td>20.2</td>
<td></td>
</tr>
</tbody>
</table>

*No survey data in 1999 for Elementary*
ALARMING CORRELATION

Low levels of asset development in the following categories have a direct correlation to depression and attempts at suicide. These young people are not hearing the key messages of the assets:

- **Support** – “There are people in my world who care for me.”

- **Empowerment** – “I can make a difference in the world.”

- **Positive Identity** – “My future looks bright.”
ON A POSITIVE NOTE:
THE GATEWAY ASSET

"The best way to find yourself is to lose yourself in the service of others."
- M. Gandhi
Asset #9 – Service to Others

- Students involved in meaningful service or service learning GAIN assets rather than “lose” them as they age.

- Service learning has proven to be a particularly effective strategy for closing the achievement gap for Hispanic & African American students.

- “Service to others” builds 21 assets from all 8 categories of assets!
SUCCESS/THRIVING

Research shows that the more assets all kids have, the more likely all kids are to succeed.

The best predictor of success?
- **Strong Families**

The second best predictor of success?
- **School Connectedness**
How can I build Assets at school?
WHICH ASSETS CAN WE FOSTER ON CAMPUS?

- Asset #3: Other adult relationships
- Asset #5: Caring school climate
- Asset #6: Parent involvement in schooling
- Asset #7: Community values youth
- Asset #8: Children as resources
- Asset #9: Service to Others
- Asset #10: Safety
- Asset #12: School boundaries
- Asset #14: Adult role models
- Asset #15: Positive peer influence
- Asset #16: High expectations
ASSET #3: OTHER ADULT RELATIONSHIPS
Young person receives support from three or more non-parent adults.
HOW DO WE BUILD ASSETS IN SCHOOLS?

Connecting with Youth

- Relationships
- Programs
- Environment
- Best Practices

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HOW DO WE BUILD ASSETS IN SCHOOLS?

Connecting with Youth

Relationships → Environment

Programs ← Best Practices

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RELATIONSHIPS
WHAT CAN I DO?

RELATIONSHIPS

I am already an Asset builder.

What more can I do to build meaningful, intentional relationships with our students?
LEVELS OF RELATIONSHIP & INFLUENCE

LEVEL ONE – INVITING THE RELATIONSHIP
- Basic Positive Social Interaction
  - Smile
  - Wave
  - High 5
  - “How’s your day?”
  - “Good to see you.”
  - “I missed you in class yesterday. Is everything okay?”

LEVEL TWO – NURTURING THE RELATIONSHIP
- Taking a Personal Interest
  - Initiate conversations
  - Find out their interests, family information, pets, favorites, goals/dreams, nicknames, etc.
  - Encourage their gifts and talents
  - Build trust

LEVEL THREE – LEVERAGING THE RELATIONSHIP
- Challenging Youth, Identifying and Encouraging Strengths.
  - Have high expectations
  - Issue challenges
  - Help them set goals
  - Use affirmations
  - Check in with them on a regular basis
  - Stay in touch over time, etc.
RELATIONSHIP BUILDING

- Smile, say HI, learn names.
- Start with Level 1 for all kids.
- Try Level 2 with more kids.
- Try Level 3 with some kids. The harder to reach, the more intentional we need to be.
- How many students (colleagues) do you know at Level 1, Level 2, or Level 3?
MY NAME, MY IDENTITY

https://www.mynamemyidentity.org/

SCCOE (Santa Clara County Office of Education)

“Did you know that mispronouncing a student's name negates the identity of the student? This can lead to anxiety and resentment which, in turn, can hinder academic progress. Help us build positive school culture and promote respect to students and families.”
HOW DO WE BUILD ASSETS IN SCHOOLS?

Connecting with Youth

Relationships

Environment

Programs

Best Practices
ENVIRONMENT

- Do students at our school mistreat each other?
- What do I currently do about it?
- Do I need to do more?
- “What we permit, we promote!”
10-SECOND APPRECIATION & INTERVENTION

- “What we permit, we promote.”

- It takes 5 positive interventions to balance 1 negative intervention.

- Six 10-second appreciations a day takes 1 minute of your time.
10-Second Appreciations/Interventions

A key assumption of the 10-second appreciation/intervention is that we can prevent negative behavior by promoting intentional, positive, and respectful behaviors. **Research tells us that it takes 5 positive interventions to balance 1 negative intervention.** When every adult at school consistently gives 10-second appreciations, it gets the attention of students, gives adults a clear policy to guide and support them, and changes the norms and behavior of the school’s culture.

10-Second Appreciation for Positive Behaviors
We would like to encourage you to begin using the 10-second appreciation. This is a simple process that will fill buckets. **Commit to six 10-second appreciations a day – just one minute of your time!**

- Notice when someone says or does something positive.
- Turn calmly to whomsoever said or did the action.
- Smile and look the student in the eye.
- Use the person’s name and name the specific words or action.
  - “John, thanks for helping Susan bring in the balls from recess.”
  - “Sam, swimming free is a great way to be an UPstander.”
  - “Tom, high-five to you for including everyone in the game.”
- Report positive activities to school personnel.

10-Second Intervention for Minor Negative Behaviors
Frequent use of the 10-second intervention sends a consistent and strong message to youth about what adults will permit at our school. Remember the wisdom of, “What we permit, we promote.”

- Stop when you hear something inappropriate being said.
- Turn calmly to whomsoever said the inappropriate statement.
- Name the specific words or action. Say something like:
  - “We don’t talk like that at this school. Please don’t say it again.”
  - “That’s inappropriate language for school. Please don’t say it again.”
- Then move on. No lecture or full teachable moment.
- Report repeated activities to yard duty, teachers, or principal for follow up.

The 10-second appreciation/intervention shows that caring adults on campus are trying to fill buckets and make school a more caring place for ALL kids. We hope you will join us in this effort. Take a couple minutes each day to make a difference in the lives of the students at your school as you set boundaries and expectations that improve school culture. Thank you for all you do for children and young people every day!

*From: Kansas Association of School Psychologists – Adapted from Steve Wessler’s The Respectful School*
HOW DO WE BUILD ASSETS IN SCHOOLS?

Connecting with Youth

Relationships

Environemnt

Programs

Best Practices
Do I know what’s being offered at our school and district?

Most critical part of programs for young people – a sense of belonging, not just participating. Choose your programs for schools/district with an asset-building lens/mindset.
Asset #9 – “Service to others” –

- Can I co-sponsor a service club on campus or help students get involved with service outside of school?
Asset #18 – “Youth programs” –

- Can I help coach a team, lead a choir, be a scout leader, or help kids get connected to programs?

- Can I add something related to Developmental Assets to one of our existing clubs/programs?
Can I somehow contribute to help support an existing program to develop students’ sparks?

- Be a guest speaker?
- Be a sponsor?
- Be an advisor?
- Volunteer?
- Just pop in to say hello or “Good job” or ask them what they are working on?
HOW DO WE BUILD ASSETS IN SCHOOLS?

Connecting with Youth

- Relationships
- Environment
- Programs
- Best Practices

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BEST PRACTICES

Are my actions, words, and body language promoting assets?

Do I practice what I preach? Am I a positive role model?

Am I looking for deficits to fix or strengths to build on?
BEST PRACTICES

Youth need to:

- Learn about themselves and others
- Refresh and reflect
- Practice new skills
- Feel the connection, belonging, and support of a community that makes them feel *valued, respected, and known.*
STUDENT STRENGTHS

We have control over how we choose to think and react.

The way we think about something influences the way we feel about it.

New mindset: Going from deficits to strengths.
"If we ask people to look for deficits, they will usually find them, and their view of the situation will be colored by this. If we ask people to look for successes, they will usually find them, and their view of the situation will be colored by this.”
-Ron Kral, 1992

WHAT IS STRENGTH-BASED ASSESSMENT & PRACTICE?
- It assesses the inherent strengths of a student and their family, and then builds on them.
- It uses peoples’ personal strengths to aid in empowerment, growth, and recovery.
- It is about reframing client perception to find good even in the worst situation.

Strength-based practice is founded on four important assumptions:
1. Every child, regardless of his or her personal and family situation, has strengths that are unique to the individual.
2. Children are influenced and motivated by the way significant people in their lives respond to them.
3. Rather than viewing a child who does not demonstrate a strength as deficient, it is assumed the child has not had the opportunities that are essential to learning, developing, and mastering the skill.
4. When service planning is based on strengths rather than deficits and pathologies, children and families are more likely to become involved in the process and to use their strengths and resources.

WHY USE IT?
- It’s empowering – it avoids stigmatizing language – it fosters hope – it inventories the positives that already exist in the student’s life – it reduces the power and authority barrier by having the doctor, therapist, teacher, and aides function in the role of a guide or partner. Students and their families are more invested.
## Finding Student Strengths

*Shifting YOUR perspective*

<table>
<thead>
<tr>
<th>Deficit Focus</th>
<th>Strength Approach</th>
</tr>
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<tbody>
<tr>
<td>Short attention span</td>
<td></td>
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<tr>
<td>Irresponsible</td>
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<tr>
<td>Hyperactive</td>
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<tr>
<td>Impulsive</td>
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<tr>
<td>Loud</td>
<td></td>
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<tr>
<td>Stubborn</td>
<td></td>
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<tr>
<td>Poor Planner</td>
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<tr>
<td>Disorganized</td>
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<tr>
<td>Bossy</td>
<td></td>
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<tr>
<td>Argumentative</td>
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<tr>
<td>Tests Limits</td>
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<tr>
<td>Anxious</td>
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<tr>
<td>Impatient</td>
<td></td>
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<tr>
<td>Explosive</td>
<td></td>
</tr>
<tr>
<td>Rebellious</td>
<td></td>
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<tr>
<td>Manipulative</td>
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</table>
Isn’t it the job of every teacher to make every student feel **welcomed**, to make every student feel that she or he **belongs**, and to give every student **a voice** to be heard?
What is one thing I can do, starting today, to be more intentional in making every student feel welcomed, to make every student feel that she or he belongs, and to give every student a voice to be heard?
40 Ways All Staff Can Show Students That They Care

1. Call them by their correct name.
2. Greet them.
3. Acknowledge their participation in activities.
4. Compliment their efforts.
5. Present options and let them choose.
6. Put them in charge of something meaningful.
7. Brag about their unique talents.
8. Answer their questions.
9. Encourage little steps.
10. Keep your word.
11. Call home when they do something good.
12. Give them your attention when they talk to you.
13. Celebrate their positive steps.
15. Give them time to think before answering a question.
16. Have them help set rules and norms.
17. Showcase their talents and work.
18. Compliment displays of courage.
19. Acknowledge outside learning.
20. Seek out their passion.
21. Learn about their cultures.
22. Ask their opinion.
23. Give students a standing ovation.
24. Kneel, squat or sit at their eye level.
25. Be dependable, consistent and reliable.
26. Respect their confidentiality.
27. Encourage them when they make mistakes.
28. Admit when you make a mistake. Model a sincere apology and show how one fixes a mistake.
29. Encourage a love of learning and discovery.
30. Acknowledge a good deed.
31. Tell the truth in tactful ways.
32. Create an environment of trust.
33. Acknowledge good judgment.
34. Draw attention to student initiative.
35. Demonstrate fairness.
36. Ask for their feedback. (e.g., evaluating a lesson)
37. Return homework and tests in a timely fashion.
38. Recognize their "personal best."
39. Show them you are glad to see them – smile!
40. Tell them that you care about them.
RESOURCES

www.projectcornerstone.org

• You can download the full reports of the 2016-17 surveys with County-wide data.

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www.search-institute.org