

# Developmental Assets: A Profile of Your Youth

**Executive Summary and Complete Survey Report**

**Results from the Search Institute Survey  
*Profiles of Student Life: Attitudes and Behaviors***

**Jordan Middle School  
Palo Alto, CA  
February 2011**

# **Developmental Assets: A Profile of Your Youth**

Executive Summary and Complete Survey Report

Jordan Middle School  
Palo Alto, CA

February 2011

Results from the Search Institute Survey  
*Profiles of Student Life: Attitudes and Behaviors*



**Developmental Assets: A Profile of Your Youth** for Jordan Middle School. Copyright © 2009 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, digital, or electronic, without prior permission from the publisher, except in brief quotations or summaries in articles or reviews, or as follows:

- Palo Alto Unified School District or its designee may photocopy and distribute this report in its entirety for informational and educational purposes only.
- Palo Alto Unified School District or its designee may reproduce or adapt Figures 1 through 16 and Tables 1 through 26 to other formats (including, but not limited to, brochures, Web sites, and slide presentations), provided Search Institute is acknowledged as the source of the information and as 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, digital, 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 adolescent development, Search Institute reserves the right to add the data to its larger Developmental Assets database. This report is based on data from the survey **Search Institute Profiles of Student Life: Attitudes and Behaviors**, copyright © 2009 by Search Institute. For additional information, contact Search Institute's Survey Services Department at 1-800-888-7828 or [www.search-institute.org](http://www.search-institute.org).

# Contents

Section		Page
1	Executive Summary	1–1
2	Developmental Assets: A Model of Positive Human Development	2–1
3	Portrait of Developmental Assets	3–1
4	Thriving and Risk-Taking Indicators	4–1
5	The Protective Power of Developmental Assets	5–1
6	Portrait of the Four Core Measures	6–1
7	Taking Action	7–1
<b>Appendices</b>		
A	Survey Item Percentages by Gender and Grade	A–1
B	Survey Items and Related Developmental Assets, Deficits, Risk-Taking Behaviors, High-Risk Behavior Patterns, and Thriving Indicators	B–1
C	Bibliography of Theory and Research Supporting Search Institute’s Developmental Assets Framework	C–1
D	Search Institute Resources	D–1
E	Frequently Asked Questions	E–1

## Figure List

		Page
Figure 1	Average Number of Assets Reported by Your Youth	1–7
Figure 2	The Asset Challenge Facing Your Community	1–8
Figure 3	The Power of Developmental Assets to Promote Thriving Indicators	1–10
Figure 4	The Power of Developmental Assets to Protect Against Risk-Taking Behaviors	1–11
Figure 5	Average Number of Assets Reported by Your Youth	3–2
Figure 6	Percent of Youth Reporting Each of 20 External Assets	3–4
Figure 7	Percent of Youth Reporting Each of 20 Internal Assets	3–8
Figure 8	Average Number of Eight Thriving Indicators Reported by Asset Level	5–2
Figure 9	Average Number of 24 Risk-Taking Behaviors by Asset Level	5–4
Figure 10	Past 30-Day Substance Use by Asset Level	6–2
Figure 11	Age of First Use: Alcohol Use Percentages by Grade	6–4
Figure 12	Age of First Use: Tobacco Use Percentages by Grade	6–5
Figure 13	Age of First Use: Marijuana Use Percentages by Grade	6–6
Figure 14	Perception of Substance-Use Risk by Asset Level	6–7
Figure 15	Perception of Parental Disapproval by Asset Level	6–8
Figure 16	The Asset Challenge Facing Your Community	7–1

## Table List

		Page
Table 1	Youth Who Were Surveyed	1–2
Table 2	Percent of Your Youth Reporting External Assets	1–3
Table 3	Percent of Your Youth Reporting Internal Assets	1–4

Table 4	Percent of Youth Reporting External Assets	1–5
Table 5	Percent of Youth Reporting Internal Assets	1–6
Table 6	Youth Who Were Surveyed	2–4
Table 7	Percent of Youth Reporting External Assets (with Definitions)	3–5
Table 8	Percent of Youth Who Report External Assets by Gender and Grade	3–6
Table 9	Percent of Youth Reporting Internal Assets (with Definitions)	3–9
Table 10	Percent of Youth Who Report Internal Assets by Gender and Grade	3–10
Table 11	Percent of Youth Who Report Developmental Deficits	3–11
Table 12	Percentages of Eight Thriving Indicators in Your Youth	4–2
Table 13	Percent of Youth Who Report Nine Risk-Taking Behaviors Related to Substance Use	4–3
Table 14	Percent of Youth Reporting 15 Additional Risk-Taking Behaviors	4–4
Table 15	Percent of Youth Reporting 10 High-Risk Behavior Patterns	4–5
Table 16	Percent of Youth Reporting Eight Thriving Indicators by Asset Level	5–3
Table 17	Percent of Youth Reporting Nine Substance Use-Related Risk-Taking Behaviors by Asset Level	5–5
Table 18	Percent of Youth Reporting 15 Additional Risk-Taking Behaviors by Asset Level	5–6
Table 19	Percent of Youth Reporting 10 High-Risk Behaviors Patterns by Asset Level	5–7
Table 20	Past 30-Day Substance Use by Gender and grade	6–2
Table 21	Age of First Use: Alcohol Use Percentages by Grade	6–4
Table 22	Age of First Use: Tobacco Use Percentages by Grade	6–5
Table 23	Age of First Use: Marijuana Use Percentages by Grade	6–6
Table 24	Perception of Risk of Substance Use by Gender and Grade	6–7
Table 25	Youth Perception of Parental Disapproval	6–8
Table 26	Summary of Four Core Measures Data	6–9

# Executive Summary



# Developmental Assets: A Profile of Your Youth

Jordan Middle School

Over the past 20 years, Search Institute has surveyed nearly three million youth about how they experience the 40 Developmental Assets—a research-based framework that identifies basic building blocks of human development. We've found clear relationships between youth outcomes and asset levels in both cross-sectional and longitudinal studies.

The results are compelling: The more assets kids have, the better. Youth with high asset levels are less likely to engage in high-risk behaviors (such as violence, sexual activity, drug use, and suicide), and more likely to engage in thriving behaviors (such as helping others, doing well in school, and taking on leadership roles).

Assets are crucial for the healthy development of all youth, regardless of their community size, geographic region, gender, economic status, race, or ethnicity. This report summarizes the extent to which *your* youth experience the Developmental Assets and how the assets relate to their behavior and overall health.

The Developmental Assets were assessed in your school community in October 2010, using the Search Institute survey *Profiles of Student Life: Attitudes and Behaviors*. Below you'll find a brief summary of demographic data that describes the young people who participated in your study.

<b>Table 1. Youth Who Were Surveyed</b>			
		<b>Number of Youth</b>	<b>Percent of Total</b>
<b>Total Sample<sup>1</sup></b>		253	100
<b>Gender<sup>2</sup></b>	Male	115	46
	Female	134	54
<b>Grade<sup>2</sup></b>	6	0	0
	7	253	100
	8	0	0
	9	0	0
	10	0	0
	11	0	0
	12	0	0
<b>Race/Ethnicity<sup>2</sup></b>	American Indian	0	0
	Asian	63	25
	Black or African American	5	2
	Hispanic or Latino/Latina	8	3
	Pacific Islander	3	1
	White	117	47
	Other	14	6
	More than one of the above	41	16

<sup>1</sup> Four criteria were used to determine whether individual responses were valid. Survey forms that did not meet one or more of the criteria were discarded. Reasons for survey disqualification include inconsistent responses, missing data on 40 or more items, reports of unrealistically high levels of alcohol or other drug use, and surveys from students in grades other than those intended. See full report for more information.

<sup>2</sup> Numbers may not add up to the "Total Sample" figure due to missing information on individual surveys.

# The Developmental Assets in Your Community

The Developmental Asset framework covers extensive territory, including the experiences of young people and their commitments, values, skills, and identity. Your youth were asked questions about their experience of each of the 40 assets. Their answers form the basis for this report. To grasp the range and depth of concepts measured by the asset framework, we can divide assets into two key areas: external assets and internal assets.

*External assets* are the positive developmental experiences that families, schools, neighborhoods, community groups, and other youth and family-serving organizations provide young people. These positive experiences are reinforced and supported by the broader efforts of society through government policy, health care providers, law enforcement agencies, civic foundations, and other community institutions.

<b>Table 2. Percent of Your Youth Reporting External Assets</b>			
<b>Category</b>	<b>Asset Name</b>	<b>Definition</b>	<b>Percent</b>
<b>Support</b>	1. Family support	Family life provides high levels of love and support.	84
	2. Positive family communication	Young person and his or her parent(s) communicate positively, and young person is willing to seek parent(s) advice and counsel.	54
	3. Other adult relationships	Young person receives support from three or more nonparent adults.	59
	4. Caring neighborhood	Young person experiences caring neighbors.	54
	5. Caring school climate	School provides a caring, encouraging environment.	50
	6. Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.	55
<b>Empowerment</b>	7. Community values youth	Young person perceives that adults in the community value youth.	41
	8. Youth as resources	Young people are given useful roles in the community.	46
	9. Service to others	Young person serves in the community one hour or more per week.	36
	10. Safety	Young person feels safe at home, school, and in the neighborhood.	41
<b>Boundaries and Expectations</b>	11. Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.	43
	12. School boundaries	School provides clear rules and consequences.	83
	13. Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.	54
	14. Adult role models	Parent(s) and other adults model positive, responsible behavior.	50
	15. Positive peer influence	Young person's best friends model responsible behavior.	94
	16. High expectations	Both parent(s) and teachers encourage the young person to do well.	71
<b>Constructive Use of Time</b>	17. Creative activities	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.	32
	18. Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.	79
	19. Religious community	Young person spends one or more hours per week in activities in a religious institution.	38
	20. Time at home	Young person is out with friends "with nothing special to do" two or fewer nights per week.	80

Internal assets are the positive commitments, skills, and values that form a young person’s inner guidance system. Youth make personal choices and actions based upon the degree to which their internal assets are developed.

<b>Table 3. Percent of Your Youth Reporting Internal Assets</b>			
<b>Category</b>	<b>Asset Name</b>	<b>Definition</b>	<b>Percent</b>
<b>Commitment to Learning</b>	21. Achievement motivation	Young person is motivated to do well in school.	87
	22. School engagement	Young person is actively engaged in learning.	78
	23. Homework	Young person reports doing at least one hour of homework every school day.	80
	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.	55
<b>Positive Values</b>	26. Caring	Young person places high value on helping other people.	60
	27. Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.	63
	28. Integrity	Young person acts on convictions and stands up for his or her beliefs.	59
	29. Honesty	Young person tells the truth even when it is not easy.	68
	30. Responsibility	Young person accepts and takes personal responsibility.	65
	31. Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.	74
<b>Social Competencies</b>	32. Planning and decision-making	Young person knows how to plan ahead and make choices.	40
	33. Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.	65
	34. Cultural competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	51
	35. Resistance skills	Young person can resist negative peer pressure and dangerous situations.	61
	36. Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently.	70
<b>Positive Identity</b>	37. Personal power	Young person feels he or she has control over "things that happen to me."	52
	38. Self-esteem	Young person reports having a high self-esteem.	60
	39. Sense of purpose	Young person reports that "my life has a purpose."	72
	40. Positive view of personal future	Young person is optimistic about his or her personal future.	78

## The External Developmental Assets (Assets 1–20)

Think of *external assets* as positive developmental experiences provided for youth by networks of supportive people and social systems in the community. They offer youth a consistent source of love and respect, opportunities for empowerment, leadership, service, and creativity, safe interpersonal and physical boundaries, and high expectations for personal achievement.

The table below summarizes the extent to which young people in your community experience each of the 20 external Developmental Assets.

Table 4. Percent of Youth Reporting External Assets by Gender and Grade									
External Asset	Total Sample	Gender		Grade					
		M	F	6	7	8	9	10	11
<b>Support</b>									
1. Family support	84	82	86	84					
2. Positive family communication	54	51	56	54					
3. Other adult relationships	59	58	60	59					
4. Caring neighborhood	54	51	57	54					
5. Caring school climate	50	50	50	50					
6. Parent involvement in schooling	55	58	51	55					
<b>Empowerment</b>									
7. Community values youth	41	34	47	41					
8. Youth as resources	46	41	51	46					
9. Service to others	36	40	33	36					
10. Safety	41	41	40	41					
<b>Boundaries and Expectations</b>									
11. Family boundaries	43	43	45	43					
12. School boundaries	83	79	85	83					
13. Neighborhood boundaries	54	59	50	54					
14. Adult role models	50	53	47	50					
15. Positive peer influence	94	96	93	94					
16. High expectations	71	70	71	71					
<b>Constructive Use of Time</b>									
17. Creative activities	32	31	33	32					
18. Youth programs	79	83	76	79					
19. Religious community	38	41	35	38					
20. Time at home	80	76	83	80					

## The Internal Developmental Assets (Assets 21–40)

The *internal assets* can be thought of as inner characteristics: a young person's motivation and commitment to academic achievement and lifelong learning; his or her positive personal values; social competencies (including relationship and communication skills); and characteristics of personal identity, including an optimistic future outlook and sense of purpose.

The table below summarizes the extent to which young people in your community experience each of the 20 internal Developmental Assets.

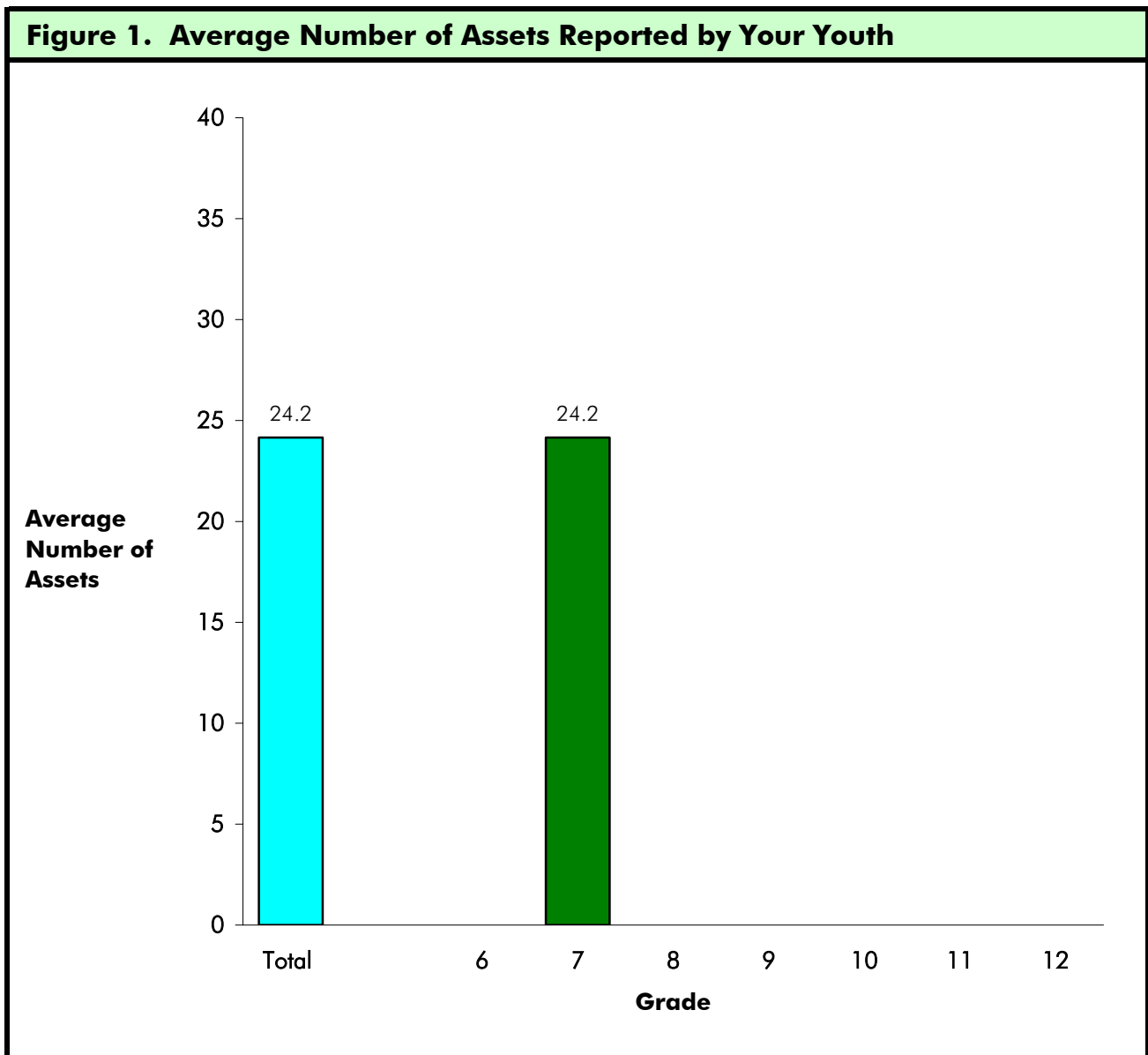
<b>Table 5. Percent of Youth Reporting Internal Assets by Gender and Grade</b>									
Internal Asset	Total Sample	Gender		Grade					
		M	F	6	7	8	9	10	11
<b>Commitment to Learning</b>									
21. Achievement motivation	87	86	90	87					
22. School engagement	78	70	86	78					
23. Homework	80	70	87	80					
24. Bonding to school	78	77	78	78					
25. Reading for pleasure	55	52	57	55					
<b>Positive Values</b>									
26. Caring	60	55	63	60					
27. Equality and social justice	63	59	66	63					
28. Integrity	59	53	64	59					
29. Honesty	68	61	76	68					
30. Responsibility	65	63	66	65					
31. Restraint	74	62	84	74					
<b>Social Competencies</b>									
32. Planning and decision-making	40	31	50	40					
33. Interpersonal competence	65	55	73	65					
34. Cultural competence	51	48	53	51					
35. Resistance skills	61	50	69	61					
36. Peaceful conflict resolution	70	58	81	70					
<b>Positive Identity</b>									
37. Personal power	52	49	56	52					
38. Self-esteem	60	57	64	60					
39. Sense of purpose	72	72	74	72					
40. Positive view of personal future	78	76	80	78					

## Average Number of Developmental Assets in Your Youth

Search Institute's research on adolescents consistently shows a small but meaningful difference in assets between older youth (grades nine through 12) and younger youth (grades six through eight), with younger youth reporting more assets than older youth. This result has been found in both "snapshot" and longitudinal studies. Regardless of age, gender, economic status, or geographic region, most young people in the United States experience far too few of the 40 Developmental Assets.

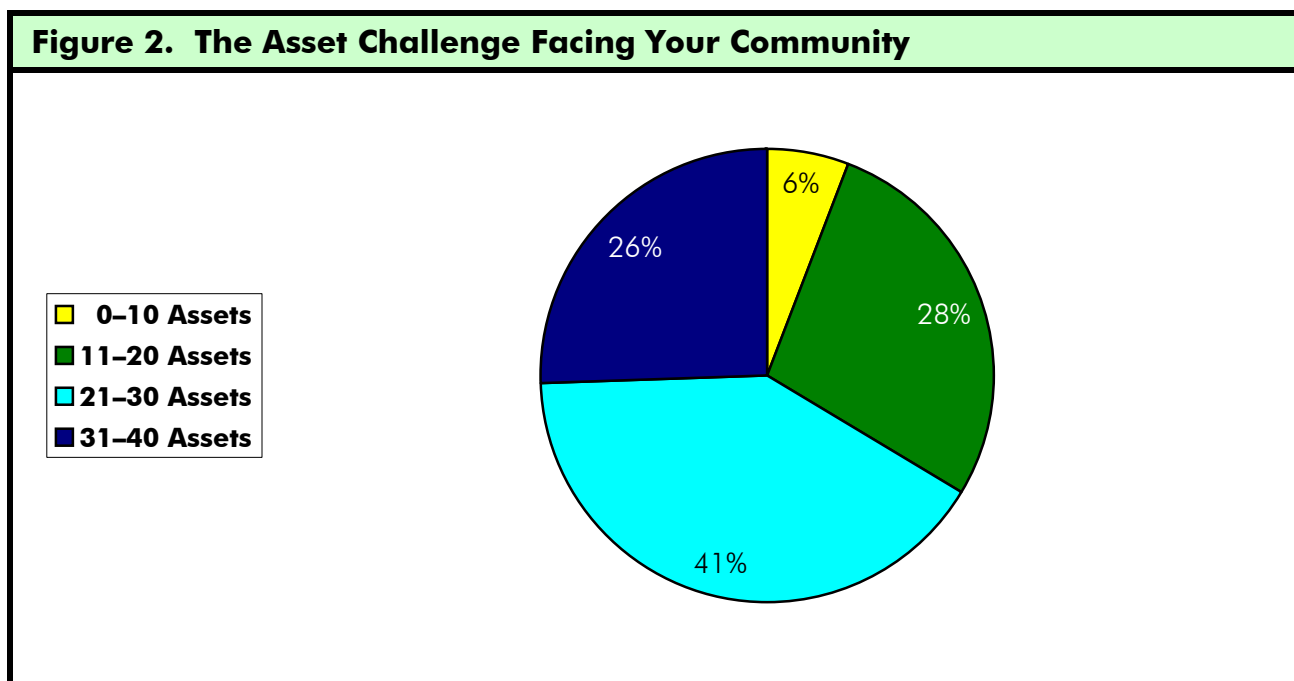
If one or more grade levels in your survey sample report particularly low average numbers of assets compared to other grades in your study, you may need to closely examine community conditions that affect asset development at those particular grade levels.

The following figure reflects the average number of Developmental Assets reported at each grade level by youth in your community.



## Your Community's Challenge

For optimal youth outcomes, the more assets youth have, the better. Having 31–40 assets is better than 21–30, which is better than having 11–20, and so on. In an ideal world, communities would strive to ensure that all youth eventually experience between 31 and 40 of the Developmental Assets. In your community, 26 percent of surveyed students report 31 or more of the 40 assets. Below in Figure 2 you'll find the percent of your young people who currently experience Developmental Assets (in asset groups of 10).



## The Asset Challenge for All Communities

The state of Developmental Assets in your community is likely to be similar to the challenging asset pattern found throughout the country. The particular strengths and weaknesses highlighted in this report are a unique reflection of your community, but general patterns (of average numbers of assets, general decreases in asset levels, and relationships between assets and risk behaviors and between assets and thriving behaviors) are typical of other communities that have administered this survey to youth. Search Institute studies have found regardless of town size or geography that youth typically lack support. Communities can draw upon the inherent strengths of youth and adults to increase assets in young people and do the following:

- Give adequate adult support through long-term, positive intergenerational relationships;
- Provide meaningful leadership and community involvement opportunities;
- Engage young people in youth-serving programs;
- Provide consistent and well-defined behavioral boundaries;
- Help youth connect to their community; and
- Create critical opportunities to develop social competencies and form positive values.

Young people may face complex social forces, including:

- High levels of parental absence;
- Adult silence on positive values and healthy boundaries;
- Fragmented family and community social systems;
- Neighbors who are isolated from one another and separated by age barriers;
- Adult fear of becoming involved and the sense that young people are someone else's responsibility;
- Public disengagement from the important work of building meaningful connections with youth;
- Youth overexposure to media saturated with violence and sexual situations;
- Poverty and lack of access to supportive programs and services;
- Inadequate education and poor economic opportunities that cause families to be unable to provide for their children's needs;
- Schools, religious institutions, and other youth-serving organizations that are not adequately equipped to be supportive, caring, and challenging in a positive way.

By working to eliminate these barriers and conditions, communities can fortify young people against the allure of risk-taking behaviors, negative pressures, and undesirable sources of belonging in order to prepare them to become the next generation of parents, workers, leaders, and citizens. While this combination of social factors suggests that we have much work to do, a concerted effort by all members of the community to build assets in youth can strengthen our capacity to be caring, connected and committed to the common good.

## The Power of Developmental Assets to Promote Thriving in Youth

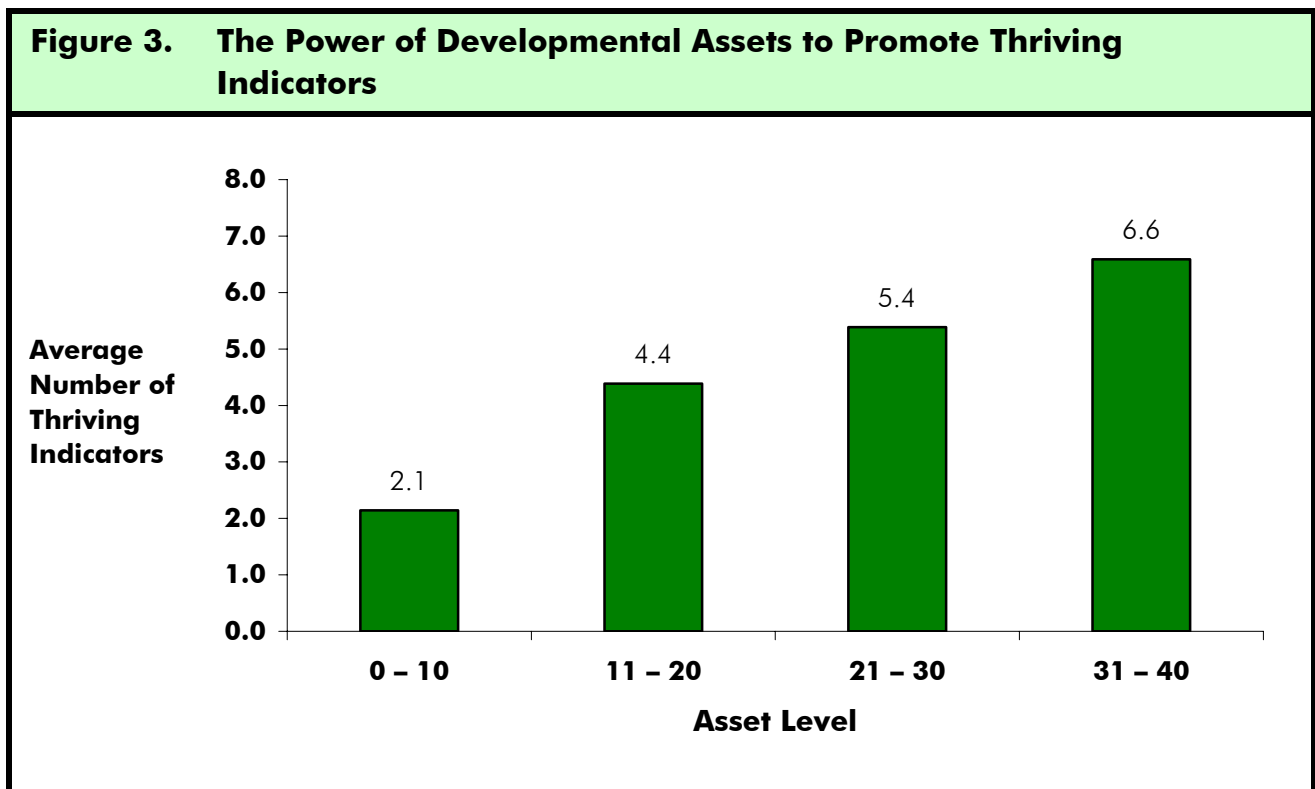
Youth who report higher levels of assets are not only less likely to engage in risk-taking behaviors, but they are also more likely to consistently report higher numbers of eight thriving indicators, according to Search Institute's research. These indicators offer a brief look at thriving, which is a much more comprehensive concept.<sup>3</sup> Figure 3 reflects the power of assets to promote the eight specific thriving indicators among young people.

**Eight Indicators of Thriving Youth**

Youth:

- Experience school success
- Help others informally
- Value diversity
- Maintain good personal health
- Exhibit leadership
- Resist danger
- Control impulsive behavior
- Overcome adversity

In the figure below, each bar represents a relationship between the average number of thriving indicators reported by your youth and the total number of assets (in asset groups of 10) reported by the same youth.



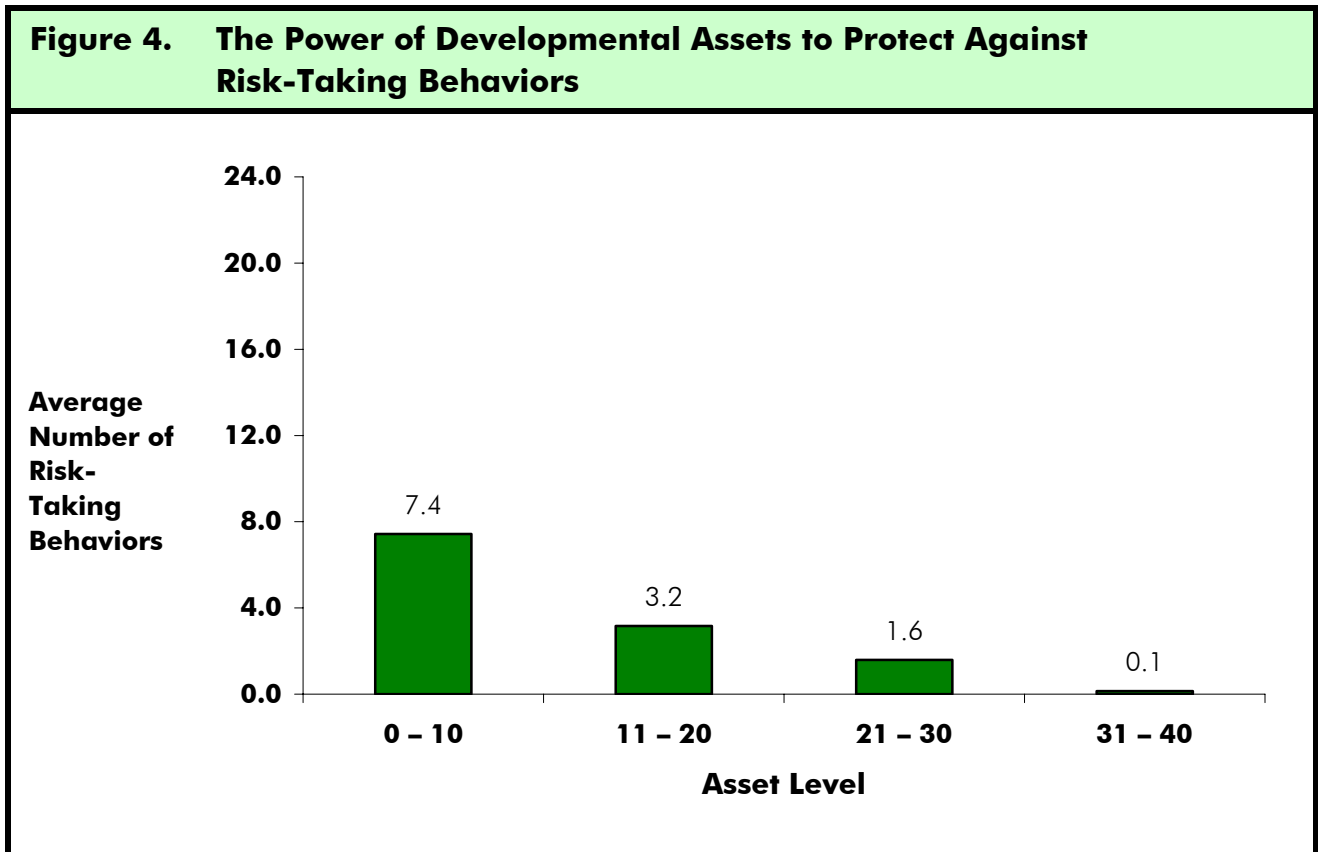
<sup>3</sup> For more details regarding the definition and measurement of thriving, see *Sparks: How Parents Can Ignite the Hidden Strengths of Teenagers* by Peter L. Benson, Ph.D. (Jossey-Bass, 2008). See also Benson, P. L., & Scales, P. C. (2009). The definition and preliminary measurement of thriving in adolescence. *Journal of Positive Psychology* 4(1), 85-104.

## The Protective Power of Developmental Assets

Search Institute's research consistently shows that youth with higher levels of Developmental Assets are involved in fewer risk-taking behaviors and experience higher levels of thriving indicators. Developmental Assets have the power to protect youth from engaging in the following 24 risk-taking behaviors:

- Risk-Taking Behaviors**
- Alcohol use
  - Binge drinking
  - Marijuana use
  - Smokeless tobacco use
  - Illegal drug use
  - Driving while drinking
  - Early sexual intercourse
  - Vandalism
  - Inhalant use
  - Smoking
  - Shoplifting
  - Using a weapon
  - Eating disorders
  - Skipping school
  - Gambling
  - Depression
  - Getting into trouble with police
  - Hitting another person
  - Hurting another person
  - Fighting in groups
  - Carrying a weapon for protection
  - Threatening to cause physical harm
  - Attempting suicide
  - Riding with an impaired driver

Each vertical bar in Figure 4 represents the average number of risk-taking behaviors reported by your youth at particular asset levels (in asset groups of 10). *Note the average number of risk-taking behaviors reported by students who experience assets at both the highest and lowest levels.*



## Take Action!

This report provides educators and administrators, parents, neighbors, community members, and leaders with insight into the behaviors, opportunities, and challenges facing young people in your community. Use this information as a powerful basis for ongoing, community-wide discussions about how best to improve the well-being of your youth.

### Set a Community-Wide Asset Goal

It is important for each community to establish and work toward the goal of a higher average total number of assets that each of its young people experience. This goal-setting process can provide a critical opportunity for community members to create a shared vision for healthy youth. As you begin your goal-setting process, keep in mind the barriers and challenges noted above, as well as the protective power of Developmental Assets and their power to help youth thrive.

The good news is that everyone—parents, grandparents, educators, neighbors, children, teenagers, youth workers, employers, health care providers, business people, religious leaders, coaches, mentors, and many others—can build Developmental Assets in youth. Ideally, an entire community will become involved in ensuring that its young people receive the solid developmental foundation they need to become tomorrow’s competent, caring adults.

### Begin With First Steps

#### As a Neighbor or Caring Adult, You Can . . .

- Invite a young person you know to join you in an activity: play a game, visit a park, or go for a walk together.
- Greet the children and adolescents you see every day.
- Send birthday cards, letters, “I’m thinking of you” notes, or e-messages to a child or adolescent with whom you have a connection.

#### As a Young Person, You Can . . .

- Challenge yourself to develop a new interest on your own, or try a new activity through school, local youth programming, cocurricular activities, or faith community youth program.
- Strike up a conversation with an adult you admire, and get to know that person better. See adults as potential friends and informal mentors.
- Look for opportunities to build relationships with younger children through service projects, tutoring, or baby-sitting.

#### As a Parent or Family Member, You Can . . .

- Consistently model—and talk about—your family’s values and priorities.
- Regularly include all children in your family in projects around the house, recreational activities of all kinds, and community service projects that benefit people with needs greater than your own.
- Post a list of the Developmental Assets and talk to children about them. Ask teens for suggestions of ways to strengthen their assets as well as yours.

### **As an Organization Member and/or Businessperson, You Can . . .**

- Highlight, develop, expand, and support programs designed to build assets, such as one-on-one mentoring, peer helping, service learning, and parent education.
- Provide meaningful opportunities for young people to contribute to the lives of others, in and through your organization.
- Develop employee policies that encourage asset building in youth, including flexible work schedules for parents and other employees that allow them to volunteer in youth development programs.

For detailed information about building Developmental Assets or starting an asset-building initiative in your community, visit Search Institute at [www.search-institute.org](http://www.search-institute.org) or call (800) 888-7828.

# Complete Report



## **Section 2**

# **Developmental Assets: A Model of Positive Human Development**

This report summarizes how young people in your community experience the 40 Developmental Assets and how those assets relate to their behavioral choices, as measured by the Search Institute survey *Profiles of Student Life: Attitudes and Behaviors*. Students in your community recently took the survey in October 2010.

Search Institute's framework of 40 Developmental Assets provides a positive way to assess the overall well-being of middle school and high school youth. Assets represent developmental building blocks that are crucial for all youth, regardless of gender, race, ethnicity, family economics, community size, or geographic region. Search Institute's research is based on fifty years of scientific inquiry into risk-taking and resiliency factors, as well as normal developmental processes. See Section 3, Portrait of Developmental Assets, for a complete list of Developmental Assets.

*Profiles of Student Life: Attitudes and Behaviors* assesses the protective factors present in the lives of youth, including thriving and resiliency behaviors. It also measures levels of high-risk behaviors, including the use of tobacco, alcohol, other drugs, violence, and early sexual involvement. By juxtaposing challenging risk behaviors with the positive model of the Developmental Asset framework, Search Institute offers communities a hopeful vision of change that can guide your efforts to create a positive climate in which to raise youth. The framework emphasizes healthy human development, and relies on every resident to share responsibility for ensuring that young people grow up healthy and capable of leading productive lives.

## **The Value of Developmental Assets**

Search Institute researchers synthesized what's been learned from a substantial body of literature in the fields of developmental psychology and positive youth development, as well as drawing upon decades of Search Institute research studies, to create the Developmental Assets framework.<sup>4</sup> The Institute's survey research demonstrates a **strong correlation between high levels of Developmental Assets present in young people's lives and significantly lower levels of risk-taking behaviors, including substance use, school truancy, premature sexual activity, and delinquency.**

The research also shows that youth who report higher levels of Developmental Assets are more likely to show **signs of thriving, including higher student achievement and school success, as well as informal helping behaviors, leadership, resisting danger and controlling impulsive behavior, valuing diversity, maintaining good personal health, and overcoming adversity.**

## **Ensuring Healthy Youth—Everyone's Responsibility**

Study after study—local and national—draws attention to disturbingly high rates of teen and adolescent risk-taking. These behaviors include alcohol and other drug use, early sexual activity and teen pregnancy, interpersonal violence, and school failure, among others. In searching for solutions, communities and

---

<sup>4</sup> Scales, Peter C., Ph.D. and Leffert, Nancy, Ph.D. (2004). *Developmental Assets: A Synthesis of the Scientific Research on Adolescent Development* (2nd ed.). Minneapolis, MN: Search Institute.

individuals may turn to prevention programs, behavioral interventions, and social services for help. These methods are often, although not always, effective.

It's vitally important for communities to confront behaviors that threaten the health, safety, and positive futures of young people, whether youth engage in risky behaviors themselves or are exploited by the behaviors of other adults, the media, pervasive poverty, racism, or family and community violence. Despite the best efforts of concerned, competent people and community organizations, these problems often persist or are replaced by equally challenging ones.

Troubling youth behaviors can often be explained by a scarcity of positive developmental experiences. Strengthening, and in some cases rebuilding, the Developmental Assets framework is essential for young people's positive development.

The Developmental Assets framework allows you a way to assess the health of youth in your community and focus community-wide attention on creating the positive conditions necessary to nurture healthy development. Responsibility for ensuring these conditions lies with adults who interact with youth every day—families, friends, neighbors, teachers, retirees, law enforcement professionals, business people, coworkers, religious leaders—and many others. Everyone has a valuable role to play in nurturing healthy youth.

### **Key Supports for Young People**

The Developmental Assets approach emphasizes the importance of providing youth with the positive core developmental supports and traits they need from adults, including but not limited to:

- Caring adult relationships
- Positive intergenerational family relationships
- Safety at home, school, and in the neighborhood
- Clear, consistent boundaries and guidelines
- Opportunities for participation in constructive activities
- A commitment to learning
- Consistent attention to developing positive values
- Opportunities to serve the needs of others
- Time to practice and learn planning and decision-making skills
- Opportunities to develop a sense of purpose and goals for the future

## **External and Internal Developmental Assets**

Think of the 40 Developmental Assets as **external** experiences in the home, school, peer group, and community that support and nurture youth, and **internal** attitudes, values, and competencies that work together to help youth become healthy, independent, and successful young adults.

**External assets** are positive developmental experiences that surround youth with support, personal boundaries and expectations, and opportunities for empowerment and constructive use of time. When various systems in the community deliberately provide these critical experiences for young people, positive development is stimulated and nurtured.

**Internal assets** are elements of a young person's educational commitments, strong positive values, social competencies, and healthy, positive identity. Similar to external assets, internal assets develop in young people through consistent, deliberate community efforts.

For more information about Search Institute's work and research supporting the Developmental Assets framework, see Appendix C.

## How Your Survey Was Conducted

Search Institute's *Profiles of Student Life: Attitudes and Behaviors* survey measures Developmental Assets levels in your community. Similar research has been conducted with nearly three million young people in hundreds of communities across the country and around the world.<sup>5</sup>

The survey was administered in October, 2010 to students in grade 7 at Jordan Middle School in Palo Alto, 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.

## A Note about Interpreting the Data

To create the final dataset on which these findings are based, multiple careful reviews were made of individual survey responses. For your survey report, 7 surveys were eliminated due to one or more of the following factors:

- Inconsistent responses within a single survey;
- Missing data on 40 or more items within the same survey;
- Unrealistically high levels of alcohol or other drug use within the same survey (such as reporting daily use of multiple drugs);
- Reporting a grade level other than those intended to be surveyed.

The number of surveys discarded from your survey sample represents 3 percent of the total number of your surveys received by Search Institute. Typically, between five and eight percent of surveys are discarded for the reasons mentioned above. If, for any reason, the percentage of discarded surveys is greater than 10 percent, caution should be used in interpreting the results, as survey bias may be present.

An important factor affecting survey data quality is the degree to which the surveyed students represent all youth in a participating school(s). If a survey consists of a *random sample* of students, the sample must be large enough to appropriately represent the student population. Survey studies that are intended to assess *all* youth should ideally obtain data from at least 80 percent of the student population. Neither method produces perfect results, but both methods can provide quality information about your youth.

In this report, percentages are generally reported by total group, gender, and grade. To protect students' anonymity, if data is received from fewer than 30 students per grade, percentages are reported for *combinations* of grades (for example, grades six, seven, and eight, grades nine and 10, or grades 11 and 12).

**Please note:** When grade-level survey sample sizes are 50 or less, exercise caution in making blanket comparisons between individual grade levels, unless sample sizes represent the total number of youth in those grades. Also, when not every student in grades six through 12 is surveyed, use caution in reporting total survey item percentages, as figures will not necessarily represent the experience of the entire

---

<sup>5</sup> The current framework of 40 Developmental Assets reflects Search Institute's continuing commitment to increase an understanding of Developmental Assets and the developmental processes working in the lives of children and adolescents. Search Institute studies conducted prior to 1996 measured a set of 30 Developmental Assets.

population of students in grades six through 12. See Table 6 below for characteristics of the youth who participated in your study.

<b>Table 6. Youth Who Were Surveyed</b>			
		<b>Number of Youth</b>	<b>Percent of Total</b>
<b>Total Sample<sup>6</sup></b>		253	100
<b>Gender<sup>7</sup></b>	Male	115	46
	Female	134	54
<b>Grade<sup>7</sup></b>	6	0	0
	7	253	100
	8	0	0
	9	0	0
	10	0	0
	11	0	0
<b>Race/Ethnicity<sup>7</sup></b>	American Indian	0	0
	Asian	63	25
	Black or African American	5	2
	Hispanic or Latino/Latina	8	3
	Pacific Islander	3	1
	White	117	47
	Other	14	6
	More than one of the above	41	16

<sup>6</sup> Four criteria were used to determine whether individual responses were valid. Survey forms that did not meet one or more of the criteria were discarded. Reasons for survey disqualification include inconsistent responses, missing data on 40 or more items, reports of unrealistically high levels of alcohol or other drug use, and surveys from students in grades other than those intended. See full report for more information.

<sup>7</sup> Numbers may not add up to the "Total Sample" figure due to missing information on individual surveys.

## How to Use This Report

This report contains important insights into the lives of young people living in your community. It includes information about the challenges they face, as well as the external supports and internal strengths they have to help them overcome those challenges. When reading survey reports, readers sometimes debate the meaning or accuracy of individual numbers. General guidelines for interpreting your results may be helpful:

- First, give additional consideration to survey differences of *five percentage points or more* between grade levels and between males and females.
- Next, look for *patterns* of findings, rather than focusing on a specific asset level or individual survey item finding. Ask, for example, “Does one grade level or set of grade levels consistently report fewer assets?”
- Finally, rather than overwhelming and confusing community members with individual item numbers, *convey an overall message* about youth in your community, such as the average number of assets reported by your youth.

Many members of your community will benefit from the information in this report, including:

- Young people
- Educators
- Youth workers
- Community leaders
- Healthcare providers
- Parents
- Media representatives
- Religious leaders
- Employers and business people
- After-school caregivers and coaches
- Community and neighborhood residents

Use local resources, as well as survey resources from Search Institute’s Web site ([www.search-institute.org](http://www.search-institute.org)), Survey Services, and Training and Speaking departments, to communicate your survey findings. See Appendix D for an extensive list of asset-building resources to aid your efforts and Appendix E for answers to Frequently Asked Questions.

After you share the survey report with your youth, parents, educators, community leaders and others, you can begin the important work of asset building. This work requires long-term commitment and community-wide effort. While the information gathered from the *Profiles of Student Life: Attitudes and Behaviors* survey represents a snapshot of your youth at a particular moment in time, opportunities for asset building in youth (ideally beginning at birth and continuing throughout childhood) can extend well into adolescence and beyond.

See section 7, *Taking Action*, for ideas on getting started. And note the “Questions to Consider” at the bottom of many pages, which can be used to start a candid discussion about what works well and what needs attention in your community’s efforts to build assets in your young people. Once you’re engaged in asset building, you may discover individuals and groups who are already involved in supporting youth in highly creative ways. While asset building is not a program, it is a catalyst for empowering and connecting all parts of the community.

### **Section 3**

## **Portrait of Developmental Assets**

Here you'll find information in various forms about the state of Developmental Assets in your young people, including reports of "Average Number of Assets" and "Percentage of Youth Who Report Each Asset." Whether a youth is said to have an asset is based on how that person answered survey questions that measure the asset.

Each asset is carefully evaluated, and is considered either present or absent in a youth's life in order to simplify survey reporting and focus attention on overall trends. In reality, of course, young people experience assets by degrees, and not as an "all or nothing" proposition.

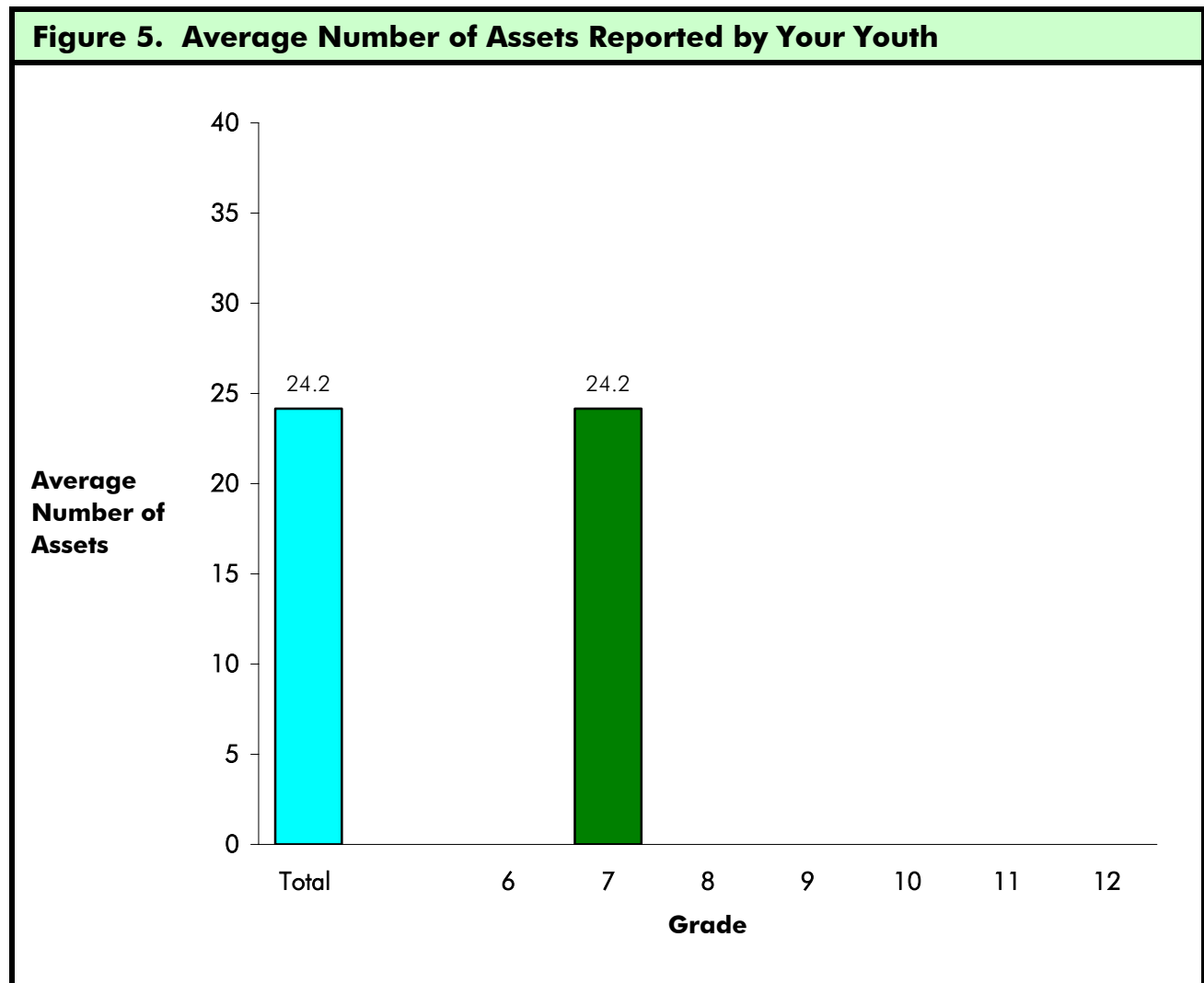
To motivate and challenge your community, you'll want to create a shared vision of the average number of assets your youth should ideally experience. This approach reminds everyone that many different asset combinations contribute to the healthy development of young people. When the majority of youth experience an asset, that experience becomes the accepted standard for the community.

See Appendix A for detailed information about youth responses to each survey item, and Appendix B to examine the relationship between survey items and the assets they measure.

## Average Number of Assets in Your Youth

Students' individual survey responses were analyzed to determine whether they "have" each asset. Figure 5 represents the average number of Developmental Assets reported by your students, as well as the average number reported at each grade level.

Most young people in the United States—regardless of ethnicity, age, gender, economic status, or geographic region—experience too few of the 40 assets. Of particular concern, a Search Institute longitudinal study found that the average number of assets reported by adolescents in the 6th through 8th grades tends to decrease as they move into the 9th through 12th grades.



### Questions to Consider

- What is the average number of assets reported by your youth?
- How does the average number of reported assets compare across various grade levels?
- Do some grade levels report especially low numbers of assets? If so, why might this be, and what response can you make to turn the numbers around?

# External Developmental Assets

External assets are the positive experiences and supports a young person receives from formal and informal connections to adults and peers in the community. Twenty external assets are organized into four categories: **Support, Empowerment, Boundaries and Expectations**, and **Constructive Use of Time**.

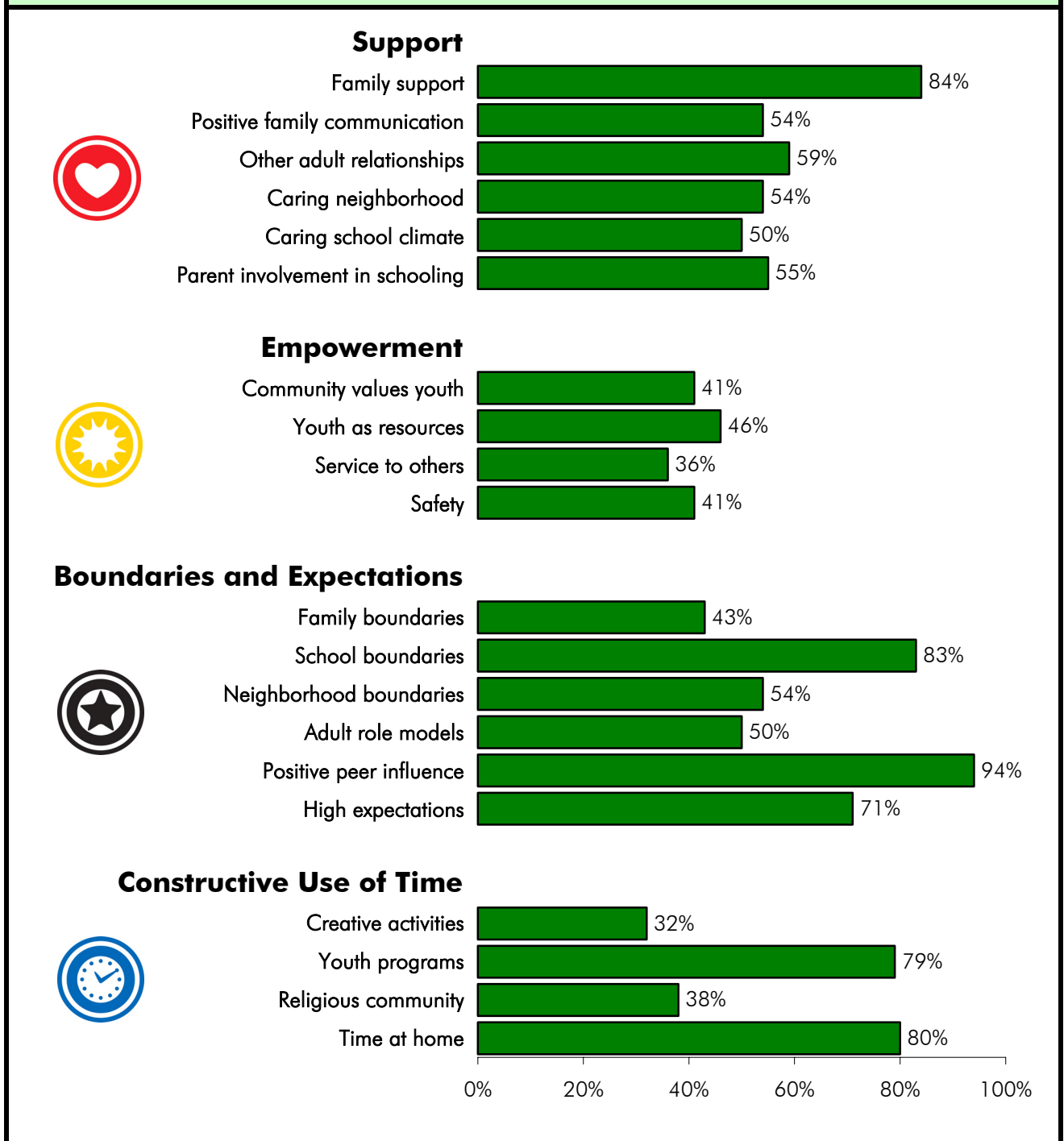
The **Support** assets refer to the love, affirmation, and acceptance that young people receive from their families, other adults, and peers. Ideally, young people experience an abundance of support not only within their families, but also from many other people in their community.

The **Empowerment** assets relate to the key developmental need youth have to be valued and valuable. Empowerment assets focus on community perceptions of young people (as reported by youth themselves), on opportunities for youth to contribute to and serve their community in meaningful ways, and on the community's efforts to create a safe place for youth to grow and flourish.

**Boundaries and Expectations** assets refer to the need youth have for clear and enforced boundaries to complement their experience of the Support and Empowerment assets. Ideally, Boundaries and Expectations assets are experienced within the family, school, and neighborhood, providing a set of consistent messages about appropriate and acceptable behavior across social systems and contexts.

The **Constructive Use of Time** assets are the purposeful, structured opportunities for children and adolescents that a healthy community offers to its young people. Whether they're provided through schools, community groups, or religious institutions, organized activities contribute to the development of many external and internal assets.

**Figure 6. Percent of Youth Reporting Each of 20 External Assets**



## External Developmental Assets in Your Youth

This table reflects percentages of external Developmental Assets reported by the total sample of youth who were surveyed. The data refer to each of the 20 external assets, which are grouped by external asset categories (Support, Empowerment, Boundaries and Expectations, and Constructive Use of Time).

Table 7. Percent of Youth Reporting External Assets (with Definitions)			
Category	Asset Name	Definition	Percent
<b>Support</b>	1. Family support	Family life provides high levels of love and support.	84
	2. Positive family communication	Young person and his or her parent(s) communicate positively, and young person is willing to seek parent(s) advice and counsel.	54
	3. Other adult relationships	Young person receives support from three or more nonparent adults.	59
	4. Caring neighborhood	Young person experiences caring neighbors.	54
	5. Caring school climate	School provides a caring, encouraging environment.	50
	6. Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.	55
<b>Empowerment</b>	7. Community values youth	Young person perceives that adults in the community value youth.	41
	8. Youth as resources	Young people are given useful roles in the community.	46
	9. Service to others	Young person serves in the community one hour or more per week.	36
	10. Safety	Young person feels safe at home, school, and in the neighborhood.	41
<b>Boundaries and Expectations</b>	11. Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.	43
	12. School boundaries	School provides clear rules and consequences.	83
	13. Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.	54
	14. Adult role models	Parent(s) and other adults model positive, responsible behavior.	50
	15. Positive peer influence	Young person's best friends model responsible behavior.	94
	16. High expectations	Both parent(s) and teachers encourage the young person to do well.	71
<b>Constructive Use of Time</b>	17. Creative activities	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.	32
	18. Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.	79
	19. Religious community	Young person spends one or more hours per week in activities in a religious institution.	38
	20. Time at home	Young person is out with friends "with nothing special to do" two or fewer nights per week.	80

### Questions to Consider

- Which external Developmental Assets are particularly strong in your surveyed students? Particularly weak?
- Which external asset **categories** are particularly strong or weak?
- What implications do these findings have for your community?

## External Assets by Gender and Grade

This table reflects percentages of surveyed youth who reported each of the 20 external Developmental Assets. Results are given by *total sample*, *gender*, and *grade* and are grouped by external asset categories. Notice that percentages for the total sample correspond to the bar graph in Figure 6.

Table 8. Percent of Youth Reporting External Assets by Gender and Grade									
External Asset	Total Sample	Gender		Grade					
		M	F	6	7	8	9	10	11
<b>Support</b>									
1. Family support	84	82	86	84					
2. Positive family communication	54	51	56	54					
3. Other adult relationships	59	58	60	59					
4. Caring neighborhood	54	51	57	54					
5. Caring school climate	50	50	50	50					
6. Parent involvement in schooling	55	58	51	55					
<b>Empowerment</b>									
7. Community values youth	41	34	47	41					
8. Youth as resources	46	41	51	46					
9. Service to others	36	40	33	36					
10. Safety	41	41	40	41					
<b>Boundaries and Expectations</b>									
11. Family boundaries	43	43	45	43					
12. School boundaries	83	79	85	83					
13. Neighborhood boundaries	54	59	50	54					
14. Adult role models	50	53	47	50					
15. Positive peer influence	94	96	93	94					
16. High expectations	71	70	71	71					
<b>Constructive Use of Time</b>									
17. Creative activities	32	31	33	32					
18. Youth programs	79	83	76	79					
19. Religious community	38	41	35	38					
20. Time at home	80	76	83	80					

### Questions to Consider

- Do significant differences show up between numbers of external assets reported by males and females? If so, which external assets are those?
- Did some grade levels report consistently higher or lower levels of external assets compared to others? If so, what might explain the differences?
- How can the community respond in a constructive way to disparities in asset levels?

## Internal Developmental Assets

Internal assets are those qualities, skills, and attributes a community and family can nurture within youth so they can contribute to their own development. The 20 internal assets are divided into four asset categories: **Commitment to Learning**, **Positive Values**, **Social Competencies**, and **Positive Identity**.

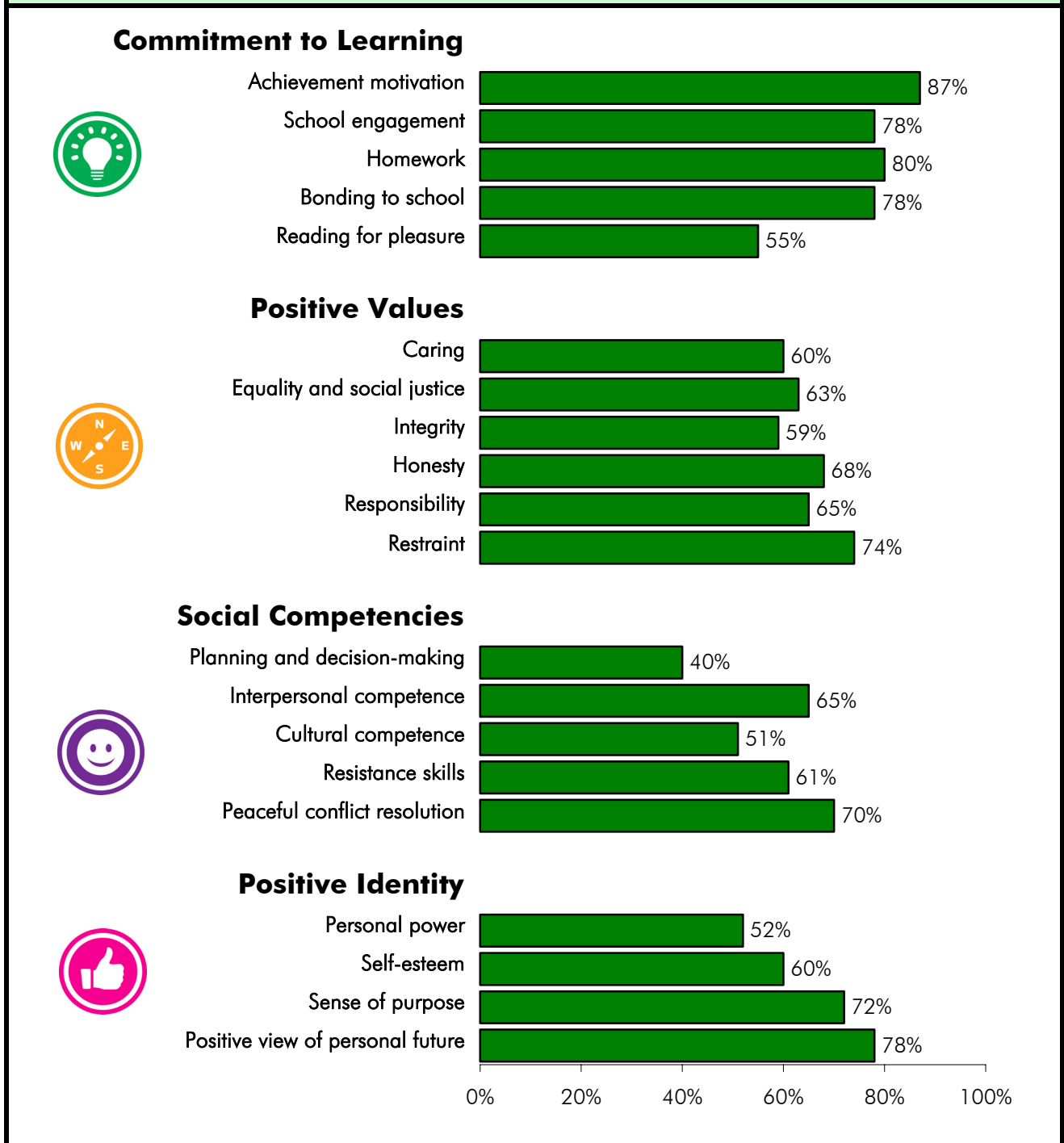
**Commitment to Learning** assets are essential in a rapidly changing world. Developing intellectual curiosity and critical thinking skills to acquire knowledge and learn from experience are important characteristics of successful adolescents.

**Positive Values** assets are important “internal compasses” that guide young people's priorities and choices. These values represent the foundation first laid by a young person’s family. Though parents and caregivers seek to nurture and instill many values in children, the asset framework focuses particularly on six known to help prevent high-risk behaviors and promote caring for others.

**Social Competencies** assets reflect important personal skills young people need to negotiate the maze of choices and options they face in the teenage years. These skills also lay a foundation for the development of independence and competence as young adults.

**Positive Identity** assets focus on young people's views of themselves—their own sense of power, purpose, worth, and promise. Without these assets, young people risk feeling powerless and lack a sense of initiative and meaning.

**Figure 7. Percent of Youth Reporting Each of 20 Internal Assets**



## Internal Developmental Assets in Your Youth

This table reflects percentages of internal Developmental Assets reported by the total sample of youth who were surveyed. The data refer to each of the 20 internal assets, which are grouped by internal asset categories (Commitment to Learning, Positive Values, Social Competencies, and Positive Identity).

<b>Table 9. Percent of Youth Reporting Internal Assets (with Definitions)</b>			
<b>Category</b>	<b>Asset Name</b>	<b>Definition</b>	<b>Percent</b>
<b>Commitment to Learning</b>	21. Achievement motivation	Young person is motivated to do well in school.	87
	22. School engagement	Young person is actively engaged in learning.	78
	23. Homework	Young person reports doing at least one hour of homework every school day.	80
	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.	55
<b>Positive Values</b>	26. Caring	Young person places high value on helping other people.	60
	27. Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.	63
	28. Integrity	Young person acts on convictions and stands up for his or her beliefs.	59
	29. Honesty	Young person tells the truth even when it is not easy.	68
	30. Responsibility	Young person accepts and takes personal responsibility.	65
	31. Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.	74
<b>Social Competencies</b>	32. Planning and decision-making	Young person knows how to plan ahead and make choices.	40
	33. Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.	65
	34. Cultural competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	51
	35. Resistance skills	Young person can resist negative peer pressure and dangerous situations.	61
	36. Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently.	70
<b>Positive Identity</b>	37. Personal power	Young person feels he or she has control over "things that happen to me."	52
	38. Self-esteem	Young person reports having a high self-esteem.	60
	39. Sense of purpose	Young person reports that "my life has a purpose."	72
	40. Positive view of personal future	Young person is optimistic about his or her personal future.	78

### Questions to Consider

- Where are the strengths and needs of your youth with respect to their internal assets? Which assets do more youth report, and which do fewer report?
- Are reports of some internal asset categories particularly high or low? Why might this be?
- What actions can you take to strengthen internal assets in your young people?

## Internal Assets by Gender and Grade

This table reflects percentages of surveyed youth who reported each of the 20 internal Developmental Assets. Results are given by *total sample*, *gender*, and *grade* and are grouped by internal asset categories. Notice that percentages for the total sample correspond to the bar graph in Figure 7.

<b>Table 10. Percent of Youth Reporting Internal Assets by Gender and Grade</b>									
Internal Asset	Total Sample	Gender		Grade					
		M	F	6	7	8	9	10	11
<b>Commitment to Learning</b>									
21. Achievement motivation	87	86	90	87					
22. School engagement	78	70	86	78					
23. Homework	80	70	87	80					
24. Bonding to school	78	77	78	78					
25. Reading for pleasure	55	52	57	55					
<b>Positive Values</b>									
26. Caring	60	55	63	60					
27. Equality and social justice	63	59	66	63					
28. Integrity	59	53	64	59					
29. Honesty	68	61	76	68					
30. Responsibility	65	63	66	65					
31. Restraint	74	62	84	74					
<b>Social Competencies</b>									
32. Planning and decision-making	40	31	50	40					
33. Interpersonal competence	65	55	73	65					
34. Cultural competence	51	48	53	51					
35. Resistance skills	61	50	69	61					
36. Peaceful conflict resolution	70	58	81	70					
<b>Positive Identity</b>									
37. Personal power	52	49	56	52					
38. Self-esteem	60	57	64	60					
39. Sense of purpose	72	72	74	72					
40. Positive view of personal future	78	76	80	78					

### Questions to Consider

- Are there significant differences between internal asset levels reported by males and females? If so, which assets are those?
- Do some grade levels report consistently higher or lower levels of external assets than others? If so, what might explain the differences?

## Developmental Deficits in Youth

Assets form part of the developmental foundation upon which healthy lives are built. Although Search Institute advocates positive, community-based efforts to promote Developmental Assets in young people, communities must also focus attention on preventing the developmental deficits measured by *Profiles of Student Life: Attitudes and Behaviors*. Developmental deficits are the negative influences that can interfere with the ability to develop into a healthy, successful adult. These influences limit a young person’s access to external assets, block their development of internal assets, and ease the way into risky behavioral choices. While deficits don’t necessarily do permanent harm by themselves, together they make lasting harm possible.

Five developmental deficit conditions were evaluated in this survey, including being home alone two or more hours per school day; exposure to television and video programming three or more hours per day; victimization by household physical abuse; victimization by violence outside the home; and exposure to tobacco, alcohol, marijuana, and other substance use at parties.

The percentage of your surveyed youth reporting each of these five developmental deficits is shown for the total sample, gender, and grade level. Each deficit is correlated here with a high-risk behavior.

Table 11. Percent of Youth Reporting Developmental Deficits										
Deficit	Definition	Total Sample	Gender		Grade					
			M	F	6	7	8	9	10	11
<b>Alone at Home</b>	Spends two hours or more alone per school day	20	24	18	20					
<b>TV Overexposure</b>	Watches TV or videos three or more hours per school day	6	6	7	6					
<b>Physical Abuse</b>	Reports once or more, "Have you ever been physically harmed (that is, where someone caused you to have a scar, black & blue marks, welts, bleeding, or a broken bone) by someone in your family or someone living with you?"	28	30	25	28					
<b>Victim of Violence</b>	Reports once or more, "How many times in the last 2 years have you been the victim of physical violence where someone caused you physical pain or injury?"	30	39	22	30					
<b>Drinking Parties</b>	Reports attending one or more parties in the last year "where other kids your age were drinking."	7	7	8	7					

### Questions to Consider

- Do differences exist between males and females? Between grade levels? How can you respond positively?
- How do any deficits noted here relate to Developmental Asset levels in your youth?
- What other deficits are present in the community that may underlie the deficit conditions (such as poverty, racism, and social exclusion) noted here?

## **Section 4**

# **Thriving Indicators and Risk-Taking**

Youth were asked about the presence of eight thriving indicators in their lives—factors commonly valued and accepted by developmental experts as important elements of healthy human development. Thriving behaviors that were measured include succeeding in school, helping others, valuing diversity, taking care of one's health, showing leadership, resisting danger, delaying gratification, and overcoming adversity. Researchers have noted a simultaneous decrease in these positive, health-promoting behaviors as youth risk-taking behaviors increase.

In this section you'll also find information about young people's involvement in risk-taking behaviors. Youth were asked specifically about their experience with 24 risk-taking behaviors, including using inhalants, alcohol, tobacco, marijuana, and other illicit drugs, as well as driving under the influence of alcohol and riding with an impaired driver.

Other risk behaviors that were measured include early sexual intercourse, antisocial behaviors (shoplifting, vandalism, and trouble with police), committing acts of violence, school truancy, gambling, eating disorders, depression, and attempted suicide. Each of these behaviors is identified and measured by total sample, gender, and grade.

You will also find data here related to patterns of high-risk behaviors that indicate repeated acts of risk-taking. Perhaps more important than a young person's involvement in *individual* acts of risk-taking is the repeated involvement in behaviors that compromise well-being. A young person who reports using alcohol once or more in the past month is considered to be involved in *risk-taking behavior*. However, a young person who has used alcohol *three* or more times in the past month (almost every week) is considered to be engaging in a *high-risk pattern of behavior* and is even more likely to experience negative consequences related to the behavior. When negative, and sometimes potentially life-threatening, behaviors among young people become more common, it is especially important to look for root causes and conditions leading to these behaviors.

## Eight Indicators of Thriving

Table 12 presents the percentages of your youth who report each of eight thriving indicators, including valuing diversity, succeeding in school, helping others, maintaining good health, showing leadership, resisting danger, delaying gratification, and overcoming adversity. The table defines thriving indicators and presents percentages for each by total sample, gender, and grade level.

<b>Table 12. Percentages of Eight Thriving Indicators in Your Youth</b>										
<b>Thriving Indicator</b>	<b>Definition</b>	<b>Total Sample</b>	<b>Gender</b>		<b>Grade</b>					
			<b>M</b>	<b>F</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
<b>Succeeds in School</b>	Gets mostly As on report card	65	62	70	65					
<b>Helps Others</b>	Helps friends or neighbors one or more hours per week	73	70	77	73					
<b>Values Diversity</b>	Places high importance on getting to know people of other racial/ethnic groups	59	62	57	59					
<b>Maintains Good Health</b>	Pays attention to healthy nutrition and exercise	75	70	81	75					
<b>Exhibits Leadership</b>	Has been a leader of a group or organization in the last 12 months	77	77	77	77					
<b>Resists Danger</b>	Avoids doing things that are dangerous	30	23	36	30					
<b>Delays Gratification</b>	Saves money for something special rather than spending it all right away	71	73	70	71					
<b>Overcomes Adversity</b>	Does not give up when things get difficult	72	71	73	72					

### Questions to Consider

- In what areas is the community doing a particularly good job of nurturing thriving behaviors in young people?
- Are there differences between males and females, or across grade levels? If so, why?
- How do differences in thriving behaviors relate to differences in assets, deficits, and risk-taking behaviors?

## Nine Risk-Taking Behaviors Related to Substance Use

In Table 13 you'll find the percentage of your youth who report nine risk-taking behaviors related specifically to substance use, including alcohol, tobacco, and/or other illicit drug use.

The table presents each substance mentioned above and nine related risk-taking behaviors, as well as how these behaviors are defined within the survey. Percentages are reported for each risk behavior by total sample, gender, and grade level.

<b>Table 13. Percent of Youth Who Report Nine Risk-Taking Behaviors Related to Substance Use</b>										
<b>Risk-Taking Behavior</b>		<b>Total Sample</b>	<b>Gender</b>		<b>Grade</b>					
<b>Category</b>	<b>Definition</b>		<b>M</b>	<b>F</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
<b>Alcohol</b>	Used alcohol once or more in the last 30 days	6	7	5	6					
	Got drunk once or more in the last two weeks	2	3	2	2					
<b>Tobacco</b>	Smoked cigarettes once or more in the last 30 days	3	2	4	3					
	Used smokeless tobacco once or more in the last 12 months	2	1	2	2					
<b>Inhalants</b>	Sniffed or inhaled substances to get high once or more in the last 30 days	10	10	8	10					
<b>Marijuana</b>	Used marijuana once or more in the last 12 months	3	5	2	3					
<b>Other Drug Use<sup>8</sup></b>	Used other illicit drugs once or more in the last 12 months	2	2	2	2					
<b>Driving and Alcohol</b>	Drove after drinking once or more in the last 12 months	0	0	0	0					
	Rode (once or more in the last 12 months) with a driver who had been drinking	13	13	14	13					

### Questions to Consider

- What percentage of your youth reports substance-related risk-taking behaviors?
- How do substance use differences relate to differences in reported numbers of assets or reported numbers of deficits you have already identified?
- Which asset categories could have a positive effect on risk-taking behaviors?

<sup>8</sup> Includes LSD, heroin, and amphetamines

## Fifteen Additional Risk-Taking Behaviors

In Table 14 you'll find data about eight risk categories and 15 associated risk-taking behaviors in which your youth report involvement, including early sexual intercourse, anti-social behavior, violence, school truancy, gambling, eating disorders, depression, and attempted suicide. Percentages are reported for each behavior by total sample, gender, and grade level.

Table 14. Percent of Youth Reporting 15 Additional Risk-Taking Behaviors												
Risk-Taking Behavior		Total Sample	Gender		Grade							
Category	Definition		M	F	6	7	8	9	10	11	12	
<b>Sexual Intercourse</b>	Has had sexual intercourse one or more times	4	3	5	4							
<b>Anti-Social Behavior</b>	Shoplifted once or more in the last 12 months	11	9	13	11							
	Committed vandalism once or more in the last 12 months	6	8	4	6							
	Got into trouble with police once or more in the last 12 months	4	6	2	4							
<b>Violence</b>	Hit someone once or more in the last 12 months	18	25	10	18							
	Physically hurt someone once or more in the last 12 months	7	8	4	7							
	Used a weapon to get something from a person once or more in the last 12 months	1	1	2	1							
	Been in a group fight once or more in the last 12 months	11	12	10	11							
	Carried a weapon for protection once or more in the last 12 months	7	10	5	7							
	Threatened physical harm to someone once or more in the last 12 months	13	13	13	13							
<b>School Truancy</b>	Skipped school once or more in the last four weeks	6	10	3	6							
<b>Gambling</b>	Gambled once or more in the last 12 months	14	21	7	14							
<b>Eating Disorder</b>	Has engaged in bulimic or anorexic behavior	6	5	5	6							
<b>Depression</b>	Felt sad or depressed most or all of the time in the last month	8	6	8	8							
<b>Attempted Suicide</b>	Has attempted suicide one or more times	6	4	8	6							

### Questions to Consider

- Looking at positive percentages, what school programs appear to be effective for youth?
- Which of the additional 15 risk-taking behaviors appear to be a concern for your youth?
- Do differences emerge between male and female reports of risk behaviors? Across various grade levels?
- How can you thoughtfully engage young people in a discussion of these issues?

## High-Risk Behavior Patterns

Table 15 presents the percentages of your surveyed youth who report problematic levels of the 10 high-risk behavior patterns by total sample, gender, and by grade.

Patterns of high-risk behaviors shown here represent higher incidence levels of 24 previously reported, individual behaviors noted in Tables 13 and 14. The 10 high-risk behavior patterns presented here are defined by both single and combined (related) risk behaviors.

<b>Table 15. Percent of Youth Reporting 10 High-Risk Behavior Patterns</b>										
<b>High-Risk Behavior Pattern</b>		<b>Total Sample</b>	<b>Gender</b>		<b>Grade</b>					
<b>Category</b>	<b>Definition</b>		<b>M</b>	<b>F</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
<b>Alcohol</b>	Has used alcohol three or more times in the last 30 days or got drunk once or more in the last two weeks	4	3	4	4					
<b>Tobacco</b>	Smokes one or more cigarettes every day or uses chewing tobacco frequently	1	1	1	1					
<b>Illicit Drugs</b>	Used illicit drugs multiple times in the last 12 months <sup>9</sup>	2	3	1	2					
<b>Sexual Intercourse</b>	Has had sexual intercourse three or more times in lifetime	2	2	3	2					
<b>Depression/Suicide</b>	Is frequently depressed and/or has attempted suicide	12	10	13	12					
<b>Anti-Social Behavior</b>	Has been involved in three or more incidents of shoplifting, trouble with police, or vandalism in the last 12 months	7	7	7	7					
<b>Violence</b>	Has engaged in three or more acts of fighting, hitting, injuring a person, carrying or using a weapon, or threatening physical harm in the last 12 months	12	14	10	12					
<b>School Problems</b>	Has skipped school two or more days in the last four weeks and/or has below a C average	4	4	3	4					
<b>Driving and Alcohol</b>	Has driven after drinking or ridden with a drinking driver three or more times in the last 12 months	3	3	3	3					
<b>Gambling</b>	Has gambled three or more times in the last 12 months	3	3	3	3					

### Questions to Consider

- What percent of your youth reports high-risk behavior patterns?
- What differences are reported between males and females? Across grade levels?

<sup>9</sup> Defined as one or more of the following yearly drug use rates: 3 or more uses of marijuana, 2 or more uses of LSD, 2 or more uses of heroin, 2 or more uses of amphetamines.

## **Section 5**

# **The Protective Power of Developmental Assets**

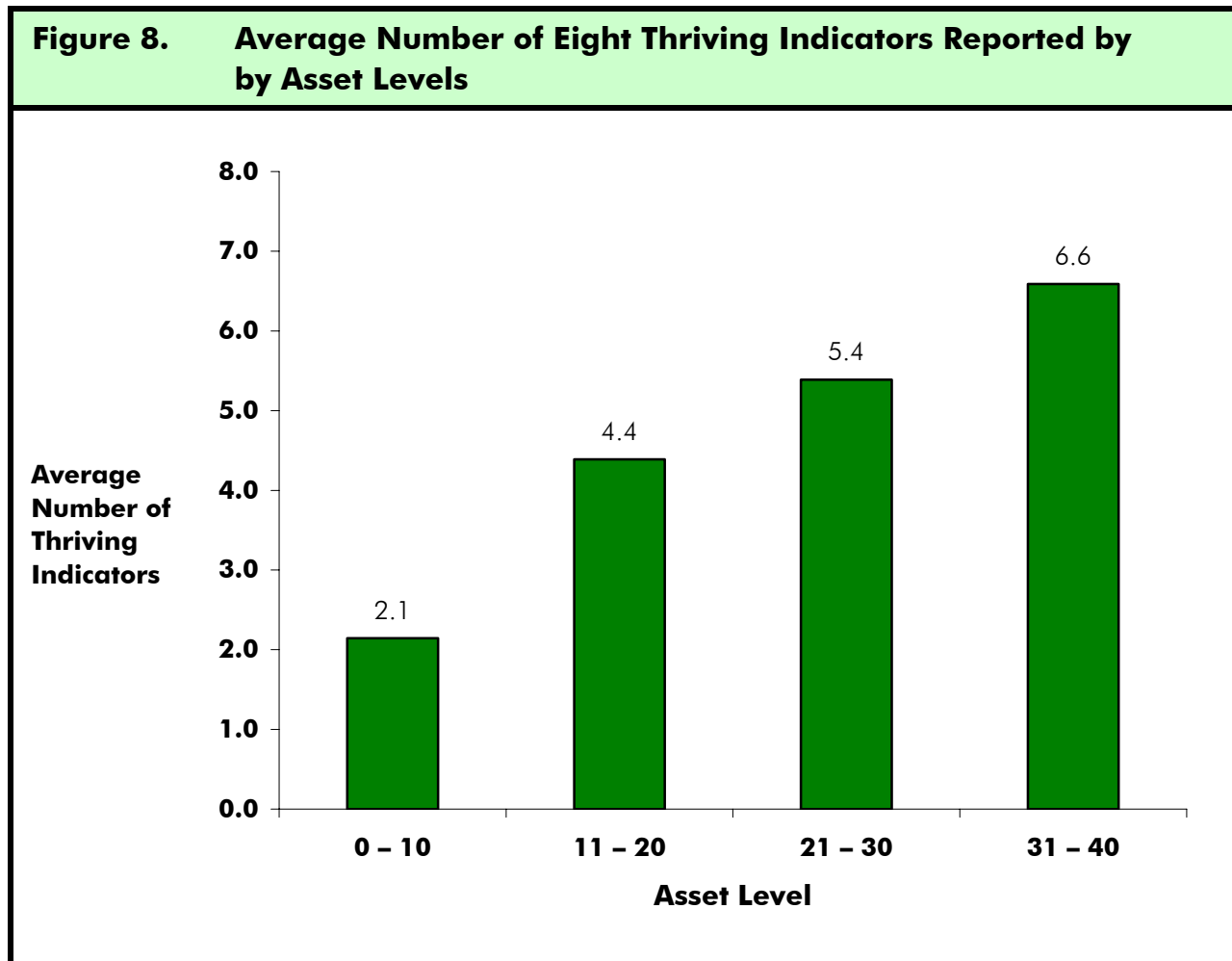
The choices young people make about how they act, what they do with their time, and who they will become are not made simply by chance. Their decisions are based upon a web of external and internal influences, including the positive influence of Developmental Assets. Survey data in this section reflect how the assets experienced by young people affect the choices they make regarding both risk-taking behaviors and thriving indicators (described in section 4).

Search Institute's studies have consistently shown that young people who experience more of the Developmental Assets engage in fewer risk-taking behaviors. They are also more likely to report indicators of thriving. In other words, the more assets a young person has, the more likely he or she will make healthy lifestyle choices, regardless of a young person's age, race, gender, or geographic origins. It is likely that the data for your youth will follow this same pattern.

## Average Thriving Levels and Developmental Asset Levels

Just as assets protect against negative behaviors, they also promote positive behaviors. Having multiple protective factors (assets) as a young adolescent is more influential in ensuring positive youth outcomes than having risk factors (deficits and risky behaviors). In other words, the influence of assets is stronger than individual risk factors.<sup>10</sup>

As Figure 8 illustrates, youth with more Developmental Assets generally report higher average levels of thriving indicators (reported by asset level in groups of 10).



### Questions to Consider

- Do assets make a positive difference for your youth? What conclusions, if any, can you draw from the data?
- Do your youth follow the typical pattern of reports of increasing levels of thriving indicators along with higher levels of assets? How can you continue to support thriving indicators in youth?

<sup>10</sup> See Scales, P. C. Ph.D. and Leffert, Nancy, Ph.D. (2004). *Developmental Assets: A Synthesis of the Scientific Research on Adolescent Development* (2nd ed.). Minneapolis, MN: Search Institute.

## Individual Thriving Indicators and Related Asset Levels

Strong and consistent evidence indicates that youth who have more assets also report more thriving indicators. Here you'll find data about the positive consequences of Developmental Assets expressed by the percentage of your surveyed youth who report each of eight thriving indicators. These findings are reported for the total sample and by asset level.

<b>Table 16. Percent of Youth Reporting Eight Thriving Indicators by Asset Level</b>						
<b>Thriving Indicator</b>	<b>Definition</b>	<b>Total Sample</b>	<b>Number of Assets<sup>11</sup></b>			
			<b>0-10</b>	<b>11-20</b>	<b>21-30</b>	<b>31-40</b>
<b>Succeeds in School</b>	Gets mostly As on report card	65		55	61	83
<b>Helps Others</b>	Helps friends or neighbors one or more hours per week	73		61	93	89
<b>Values Diversity</b>	Places high importance getting to know people of other racial/ethnic groups	59		51	68	77
<b>Maintains Good Health</b>	Pays attention to healthy nutrition and exercise	75		55	88	100
<b>Exhibits Leadership</b>	Has been a leader of a group or organization in the last 12 months	77		73	79	89
<b>Resists Danger</b>	Avoids doing things that are dangerous	30		13	22	56
<b>Delays Gratification</b>	Saves money for something special rather than spending it all right away	71		74	57	83
<b>Overcomes Adversity</b>	Does not give up when things get difficult	72		58	70	86

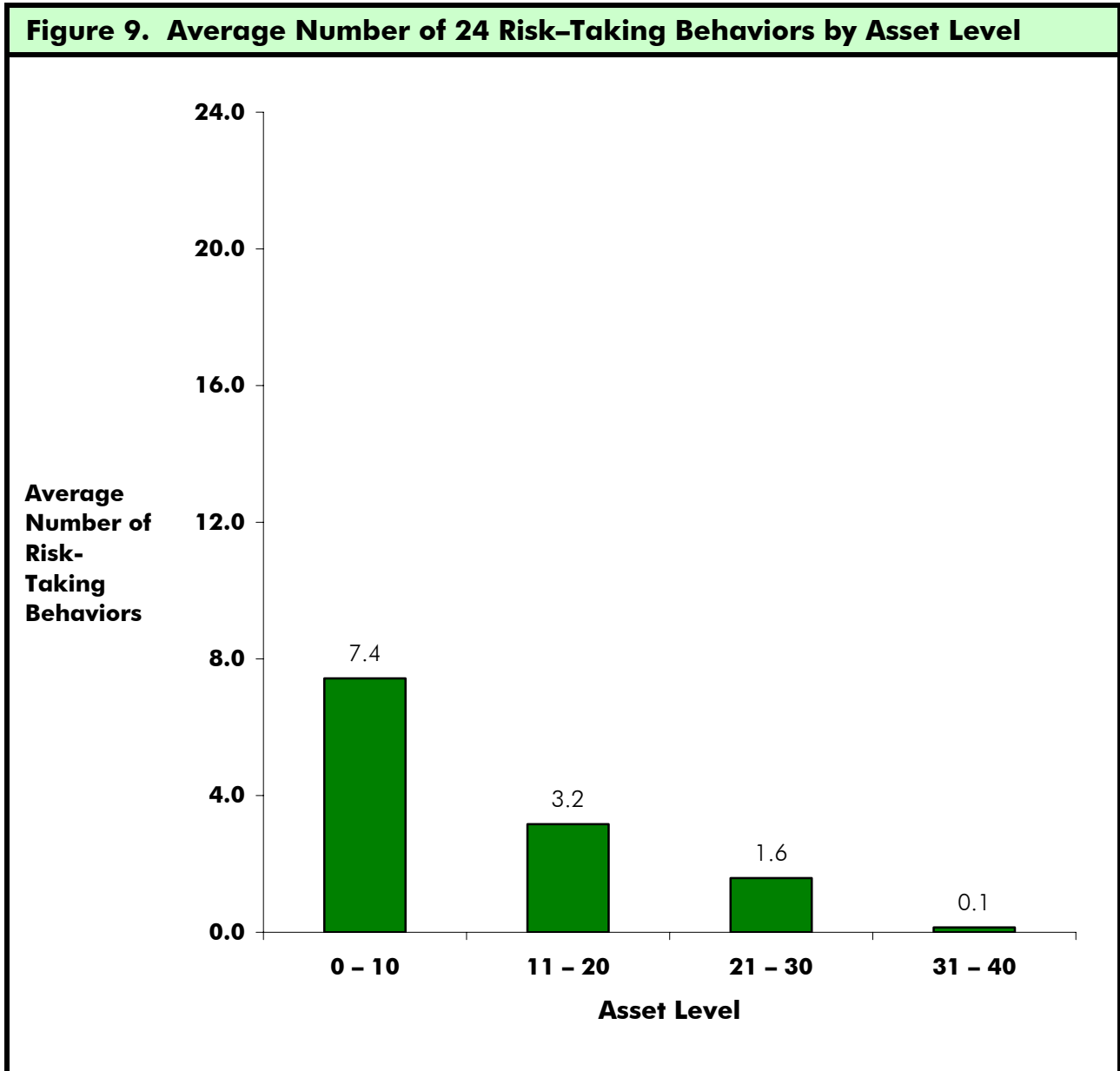
### Questions to Consider

- What pattern of thriving indicators do you notice as you scan the table of asset levels?
- Which thriving indicators require additional attention by your community?

<sup>11</sup> One or more of the Number of Assets columns may be blank due to fewer than 20 youth representing that asset level. Reporting on small numbers of youth yields unreliable results, and could potentially compromise anonymity.

## 24 Risk-Taking Behaviors by Asset Level

This figure illustrates the powerful effect assets have on reducing risk-taking behaviors among youth. It is likely that your data reflect a higher average number of risk-taking behaviors among students who also report lower asset levels. The data below show the average number of risk-taking behaviors by asset levels reported by your youth.



### Questions to Consider

- Do assets make a positive difference for your youth? What examples do you see in young people?
- Do your youth follow the expected pattern of decreasing levels of risk-taking behaviors with higher levels of assets? If not, are there other extenuating circumstances?

## Risk-Taking Behaviors Related to Substance Use

The protective properties of Developmental Assets are clearly illustrated by the relationship of assets to youth substance use. Typically, strong and consistent evidence shows that youth who report more assets also report fewer risk-taking behaviors.

In the table below you'll find the percentage of your youth who report nine risk-taking behaviors related specifically to alcohol, tobacco, and other drug use. These findings, similar to those in Figure 9, are based on the total survey sample and are reported for each behavior by asset level (in asset groups of 10).

<b>Table 17. Percent of Youth Reporting Nine Substance Use-Related Risk-Taking Behaviors by Asset Level</b>						
Risk-Taking Behavior		Total Sample	Number of Assets <sup>12</sup>			
Category	Definition		0-10	11-20	21-30	31-40
<b>Alcohol</b>	Used alcohol once or more in the last 30 days	6	11	7	0	
	Got drunk once or more in the last two weeks	2	3	2	0	
<b>Tobacco</b>	Smoked cigarettes once or more in the last 30 days	3	5	0	0	
	Used smokeless tobacco once or more in the last 12 months	2	0	0	0	
<b>Inhalants</b>	Sniffed or inhaled substances to get high once or more in the last 12 months	10	21	5	3	
<b>Marijuana</b>	Used marijuana once or more in the last 12 months	3	8	2	0	
<b>Other Drug Use<sup>13</sup></b>	Used other illicit drugs once or more in the last 12 months	2	3	0	0	
<b>Driving and Alcohol</b>	Drove after drinking once or more in the last 12 months	0	0	0	0	
	Rode (once or more in the last 12 months) with a driver who had been drinking	13	29	9	0	

### Questions to Consider

- What general pattern of risk-taking behaviors do you note as you move across asset levels?
- Is your community's pattern consistent with results Search Institute has observed in its studies? If not, why not?
- What actions can you take to help reduce substance-use risk behaviors in your community?

<sup>12</sup> One or more of the Number of Assets columns may be blank due to fewer than 20 youth representing that asset level. Reporting on small numbers of youth yields unreliable results, and could potentially compromise anonymity.

<sup>13</sup> Includes LSD, heroin, and amphetamines.

## Incidence of Additional Risk-Taking Behaviors

This table presents 15 additional risk-taking behaviors related to actions potentially harmful to young people. Percentages are reported by total sample and asset level (in asset groups of 10). Strong and consistent evidence shows that youth who report more assets also report fewer risk-taking behaviors.

<b>Table 18. Percent of Youth Reporting 15 Additional Risk-Taking Behaviors by Asset Level</b>						
<b>Risk-Taking Behavior</b>		<b>Total Sample</b>	<b>Number of Assets<sup>14</sup></b>			
<b>Category</b>	<b>Definition</b>		<b>0-10</b>	<b>11-20</b>	<b>21-30</b>	<b>31-40</b>
<b>Sexual Intercourse</b>	Has had sexual intercourse one or more times	4	13	5	0	
<b>Anti-Social Behavior</b>	Shoplifted once or more in the last 12 months	11	21	14	0	
	Committed vandalism once or more in the last 12 months	6	16	7	0	
	Got into trouble with police once or more in the last 12 months	4	5	7	0	
<b>Violence</b>	Hit someone once or more in the last 12 months	18	32	21	3	
	Physically hurt someone once or more in the last 12 months	7	13	5	0	
	Used a weapon to get something from a person once or more in the last 12 months	1	3	0	0	
	Been in a group fight once or more in the last 12 months	11	24	14	0	
	Carried a weapon for protection once or more in the last 12 months	7	16	7	0	
	Threatened physical harm to someone once or more in the last 12 months	13	29	13	0	
<b>School Truancy</b>	Skipped school once or more in the last four weeks	6	13	9	0	
<b>Gambling</b>	Gambled once or more in the last 12 months	14	34	18	6	
<b>Eating Disorder</b>	Has engaged in bulimic or anorexic behavior	6	13	2	0	
<b>Depression</b>	Felt sad or depressed most or all of the time in the last month	8	11	4	3	
<b>Attempted Suicide</b>	Has attempted suicide one or more times	6	11	5	0	

### Questions to Consider

- How can our community continue to support youth in reducing risk-taking behaviors?
- What general pattern of risk-taking behaviors do you notice as you move across asset levels?
- Is the pattern consistent with what you would expect to find, and if not, why not?

<sup>14</sup> One or more of the Number of Assets columns may be blank due to fewer than 20 youth representing that asset level. Reporting on small numbers of youth yields unreliable results, and could potentially compromise anonymity.

## High-Risk Behavior Patterns and the Protective Power of Assets

Strong and consistent evidence shows that youth report more assets when they also report fewer high-risk behaviors. This table presents data that demonstrates an inverse relationship between patterns of high-risk behaviors and levels of Developmental Assets in young people.

Table 19 defines 10 high-risk behavior patterns and gives percentages for each pattern by total sample and asset level (in asset groups of 10).

<b>Table 19. Percent of Youth Reporting 10 High-Risk Behavior Patterns by Asset Level</b>						
<b>High-Risk Behavior Pattern</b>		<b>Total Sample</b>	<b>Number of Assets<sup>15</sup></b>			
<b>Category</b>	<b>Definition</b>		<b>0-10</b>	<b>11-20</b>	<b>21-30</b>	<b>31-40</b>
<b>Alcohol</b>	Has used alcohol three or more times in the last 30 days or got drunk once or more in the last two weeks	4	8	4	0	
<b>Tobacco</b>	Smokes one or more cigarettes every day or uses chewing tobacco frequently	1	0	0	0	
<b>Illicit Drugs<sup>16</sup></b>	Used illicit drugs multiple times in the last 12 months	2	3	0	0	
<b>Sexual Intercourse</b>	Has had sexual intercourse three or more times in lifetime	2	8	2	0	
<b>Depression/Suicide</b>	Is frequently depressed and/or has attempted suicide	12	18	7	3	
<b>Anti-Social Behavior</b>	Has been involved in three or more incidents of shoplifting, trouble with police, or vandalism in the last 12 months	7	13	5	0	
<b>Violence</b>	Has engaged in three or more acts of fighting, hitting, injuring a person, carrying or using a weapon, or threatening physical harm in the last 12 months	12	24	11	0	
<b>School Problems</b>	Has skipped school two or more days in the last four weeks and/or has below a C average	4	5	4	0	
<b>Driving and Alcohol</b>	Has driven after drinking or ridden with a drinking driver three or more times in the last 12 months	3	5	4	0	
<b>Gambling</b>	Has gambled three or more times in the last 12 months	3	3	4	3	

### Questions to Consider

- What is the community doing well with regard to reducing youth high-risk behaviors?
- What general pattern of high-risk behaviors do you notice as you scan the asset level data?

<sup>15</sup> One or more of the Number of Assets columns may be blank due to fewer than 20 youth representing that asset level. Reporting on small numbers of youth yields unreliable results, and could potentially compromise anonymity.

<sup>16</sup> Defined as one or more of the following yearly drug use rates: 3 or more uses of marijuana, 2 or more uses of LSD, 2 or more uses of heroin, 2 or more uses of amphetamines.

## **Section 6**

# **Portrait of the Four Core Measures**

Young people are increasingly exposed to negative behaviors and opportunities for risk-taking. Youth who experience low levels of Developmental Assets and high levels of developmental deficit conditions are particularly vulnerable. In this section, you'll find data describing four core measures related to young people's use of alcohol, tobacco, and marijuana (the four core measures are defined below). This data can be used to meet Drug Free Communities (DFC) grantee reporting requirements established by the Substance Abuse and Mental Health Services Administration (SAMHSA).

All communities can also use the data in this section to assess student levels of involvement with substance use and abuse. This information is invaluable not only to your efforts to educate the community and develop an action plan for reducing substance use, associated risk behaviors, and deficit factors, but also as a basis for strengthening protective factors (assets) critical to ensuring that your youth thrive. See section 4 for more information on thriving behaviors and their sources.

*Profiles of Student Life: Attitudes and Behaviors* specifically measures students' use of alcohol, tobacco, and marijuana. Selected survey questions address the following four core measures:

- The percentage of youth who report using alcohol, tobacco, or marijuana at least once in the 30 days immediately preceding the survey date.
- The average age at which youth report *first trying* alcohol, tobacco, or marijuana.
- The percentage of youth who report *regular* use of alcohol, tobacco, or marijuana (where "regular" is defined as one or two alcoholic drinks nearly every day and as one or more packs of cigarettes per day; "regular" marijuana use is not defined).
- The percentage of youth who report that their parents feel *regular* use of alcohol is wrong or very wrong, and report that their parents feel *any* use of cigarettes or marijuana is wrong.

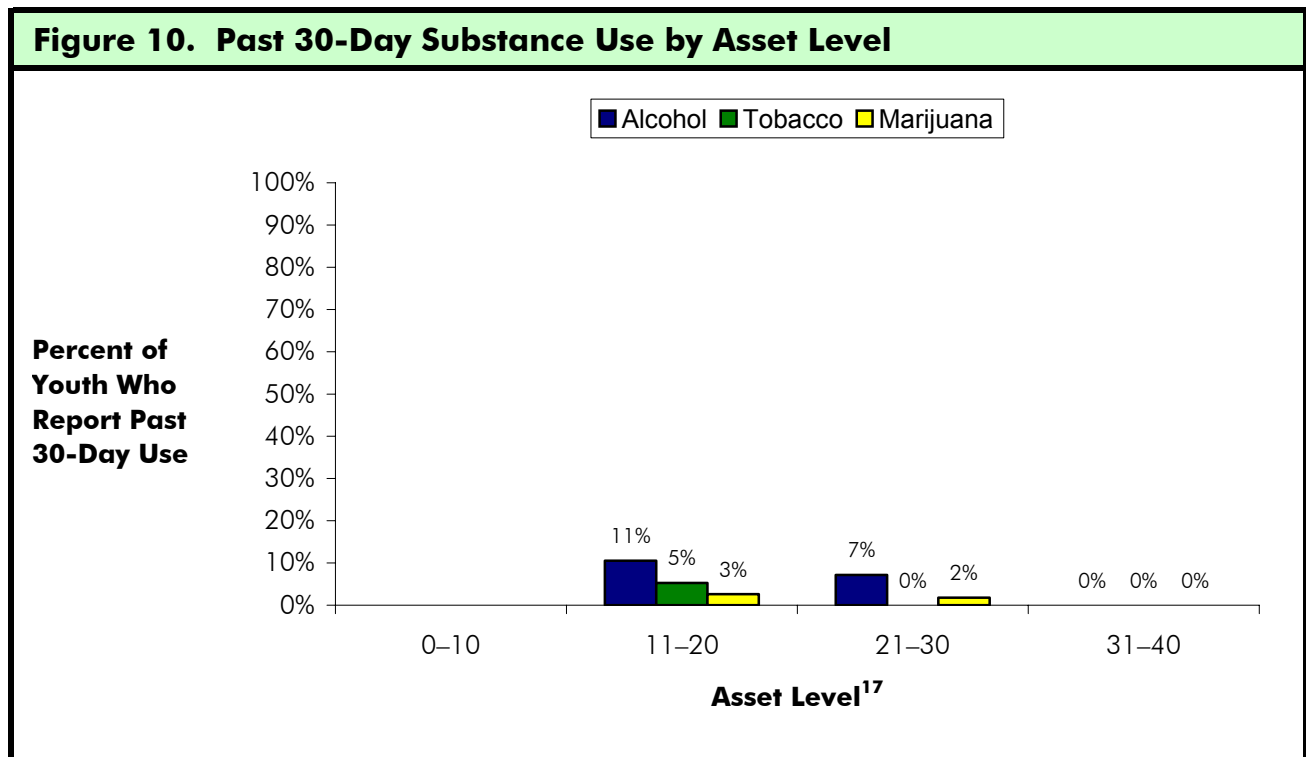
You can use the data in this section to guide school and community prevention activities and asset building efforts that lead to a permanent reduction of negative choices by young people in your community.

## Past 30-Day Use of Alcohol, Tobacco, and Marijuana

One of the areas evaluated by the *Profiles of Student Life: Attitudes and Behaviors* survey relates to students' alcohol, tobacco, and marijuana use in the 30 days immediately preceding the survey administration (see Appendix A for the text of questions 83, 86, and 88). The percentages for past 30-day use of alcohol, tobacco, and marijuana by total sample, gender, and grade are shown in Table 20.

Table 20. Past 30-Day Substance Use by Gender and Grade										
Category	Definition	Total Sample	Gender		Grade					
			M	F	6	7	8	9	10	11
Alcohol	Used alcohol once or more in the last 30 days	6	7	5	6					
Tobacco	Smoked cigarettes once or more in the last 30 days	3	2	4	3					
Marijuana	Used marijuana once or more in the last 30 days	2	3	2	2					

Figure 10 shows how alcohol, tobacco, and marijuana use in the 30 days preceding the survey compare across asset levels.



<sup>17</sup> One or more of the Asset Level groups may be blank due to fewer than 20 youth representing that asset level. Reporting on small numbers of youth yields unreliable results, and could potentially compromise anonymity.

## Age of First Use of Alcohol, Tobacco, and Marijuana

Three questions on the *Profiles of Student Life: Attitudes and Behaviors* survey evaluate the age at which students report first using alcohol, tobacco, and marijuana (see Appendix A for the text of questions 93, 94, and 95). Table 21 and Figure 11 present data on age of first alcohol use; Table 22 and Figure 12 address first tobacco use; and Table 23 and Figure 13 summarize the data on first use of marijuana. Data are presented by individual grade levels.

Studies of prevention and intervention programs have shown that such programs can delay (or prevent) the use of alcohol and other substances and behaviors, driving up the reported age of first use, particularly as more youth participate in these programs.

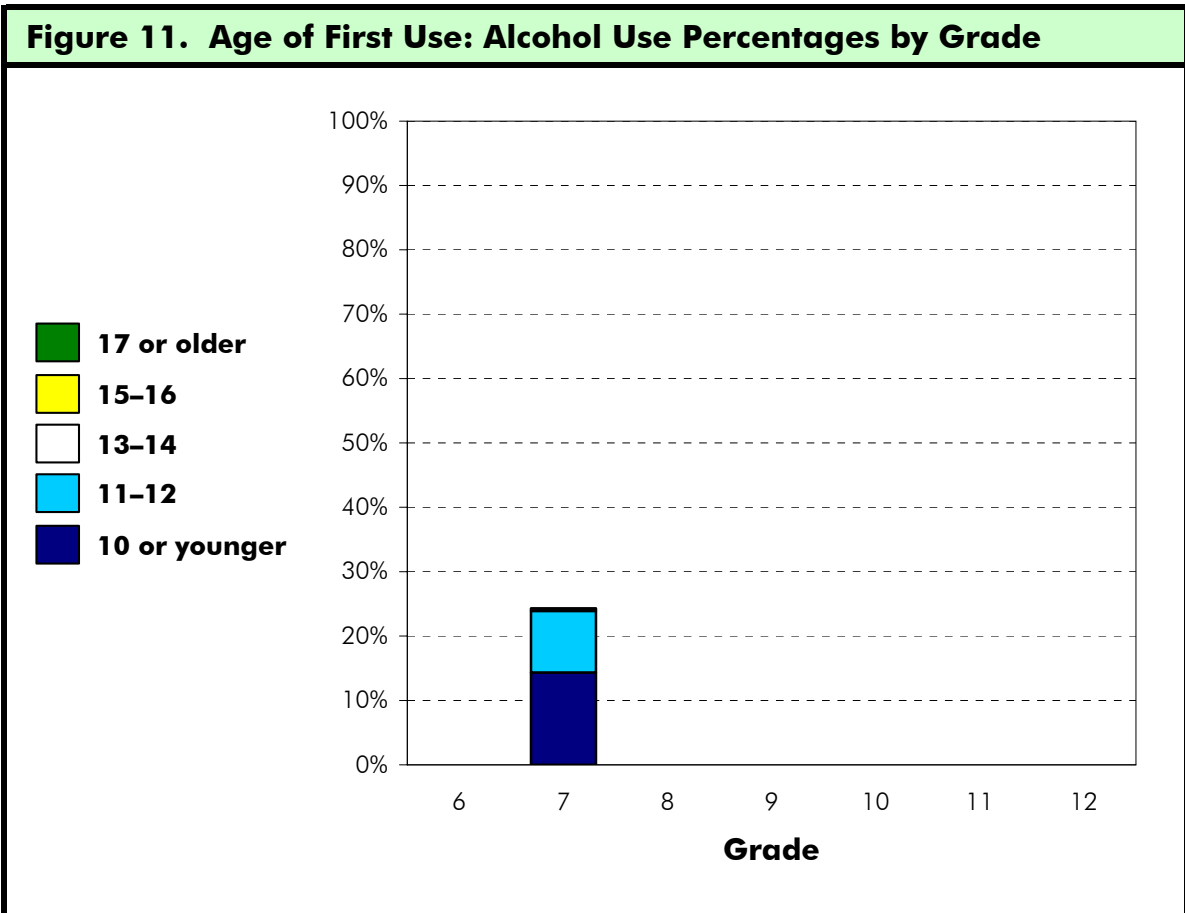
Use caution when drawing conclusions from students' responses to "age of first use" questions. Combining data to report results by total sample or gender tends to produce misleading results. There is a general tendency of older respondents to report an older age of first use of various substances than is reported by younger respondents. Possible reasons for this tendency include:

- The accuracy of youth's recall of their first use of various substances can be expected to decrease as respondents grow older and further removed from the first event.
- Results may be characterized by response bias. In general, youth know that substance use at a young age is not socially acceptable, and they may "recall" an older age of first substance use than is actually the case.

The only way to determine if age of first use is becoming older or younger in any given community is to compare data from studies of that community across multiple years.

## First Alcohol Use<sup>18</sup>

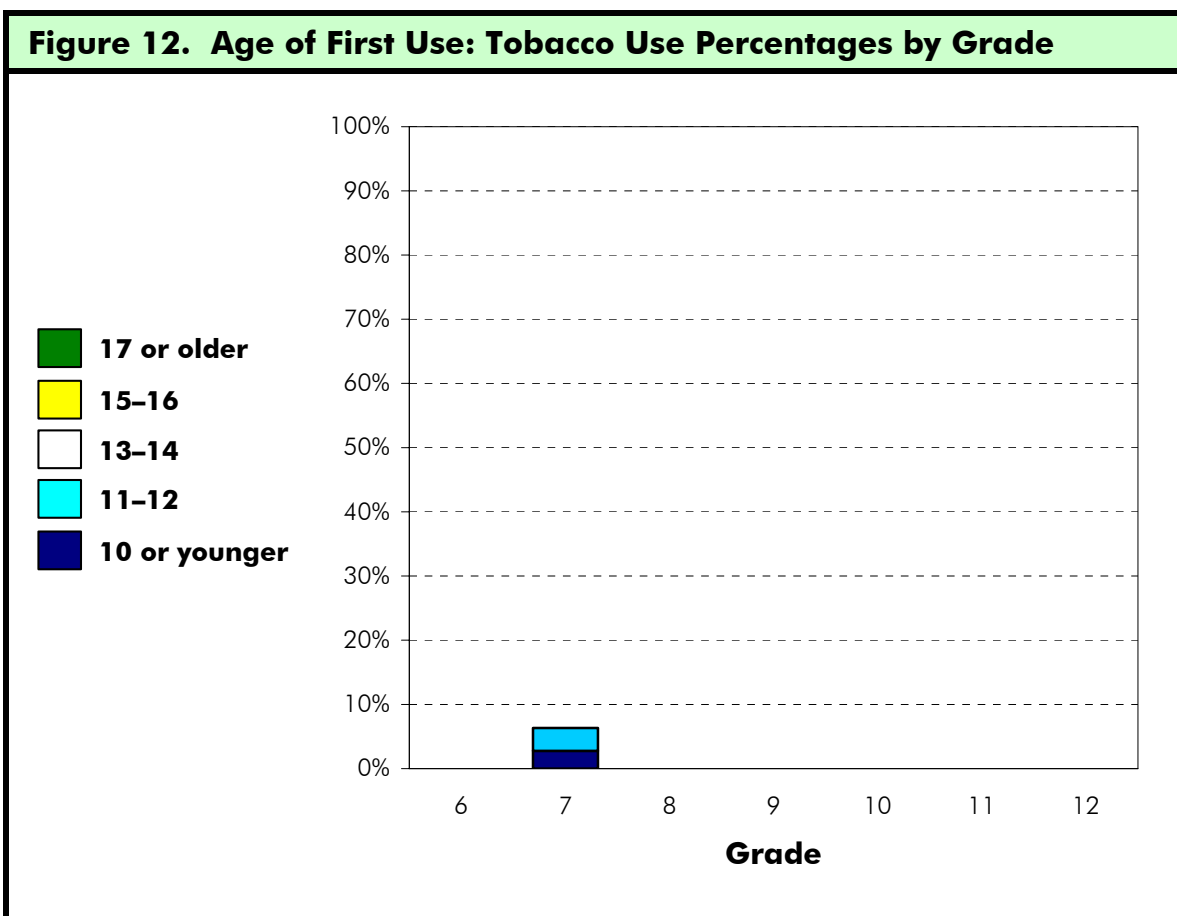
<b>Table 21. Age of First Use: Alcohol Use Percentages by Grade</b>								
<b>Category</b>	<b>Response</b>	<b>Grade</b>						
		<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Alcohol</b>	Never used		76%					
	10 or younger		14%					
	11		6%					
	12		4%					
	13		0%					
	14							
	15							
	16							
	17 or older		0%					



<sup>18</sup> See page 6-3 for details about why your data may give a misleading impression that age of first use is trending younger.

## First Tobacco Use<sup>19</sup>

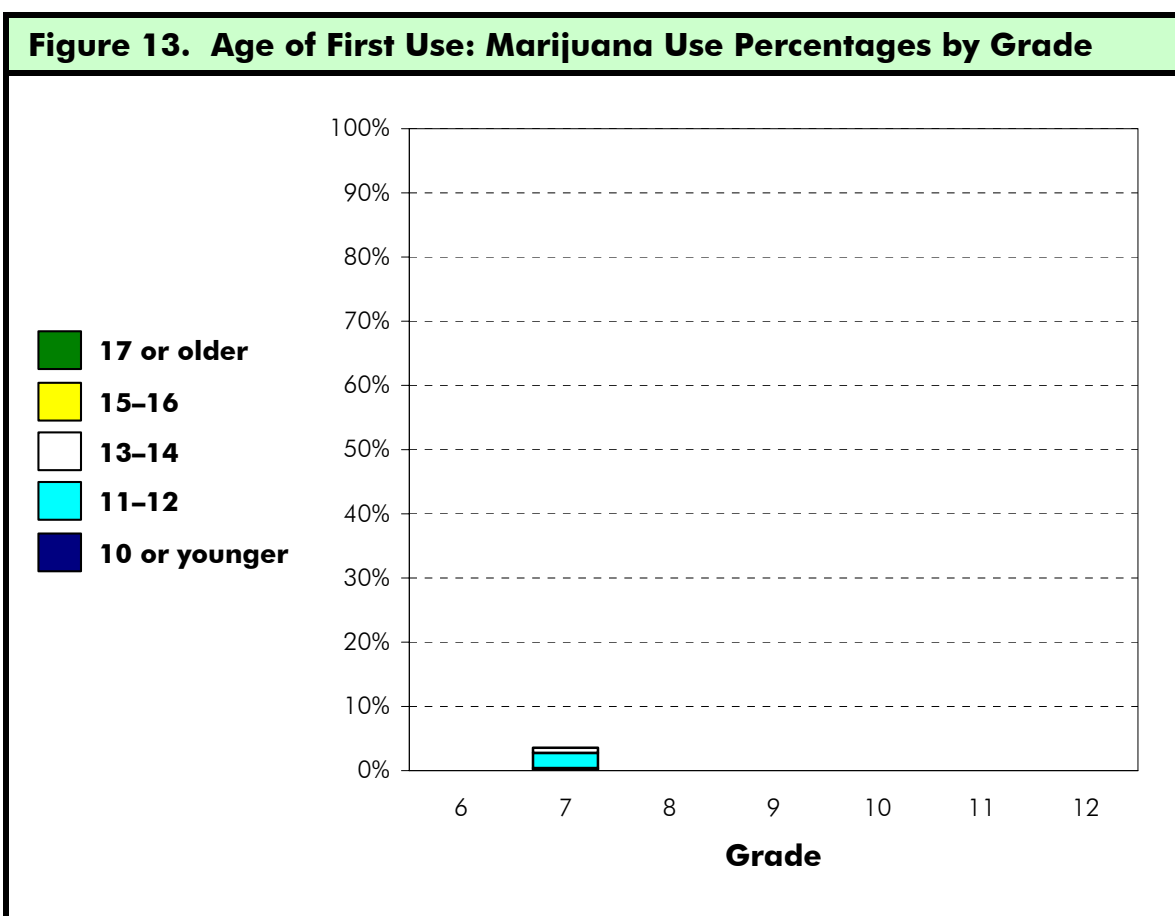
Table 22. Age of First Use: Tobacco Use Percentages by Grade								
Category	Response	Grade						
		6	7	8	9	10	11	12
<b>Tobacco</b>	Never used		94%					
	10 or younger		3%					
	11		2%					
	12		1%					
	13		0%					
	14							
	15							
	16							
	17 or older							



<sup>19</sup> See page 6-3 for details about why your data may give a misleading impression that age of first use is trending younger.

## First Marijuana Use<sup>20</sup>

Table 23. Age of First Use: Marijuana Use Percentages by Grade		Grade						
Category	Response	6	7	8	9	10	11	12
<b>Marijuana</b>	Never used		96%					
	10 or younger		0%					
	11		2%					
	12		1%					
	13		1%					
	14							
	15							
	16							
17 or older								



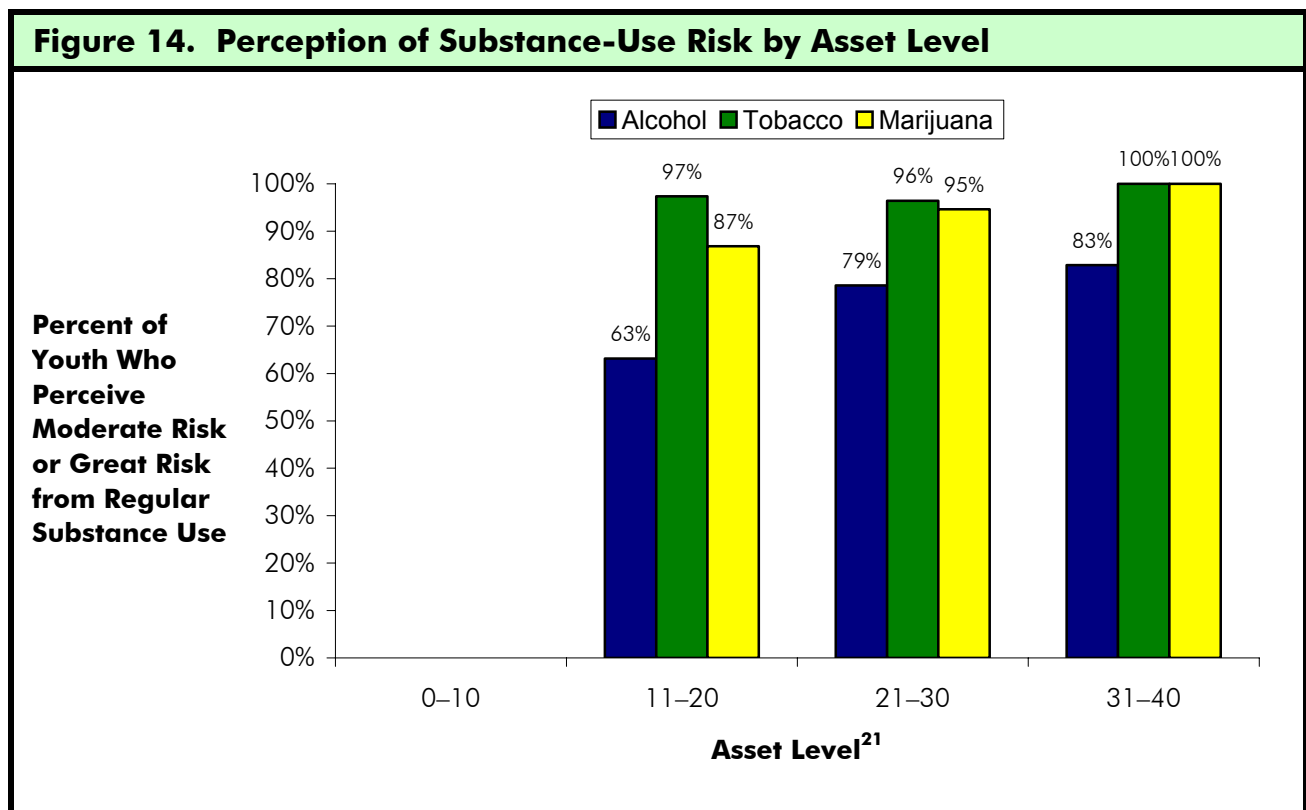
<sup>20</sup> See page 6-3 for details about why your data may give a misleading impression that age of first use is trending younger.

## Youth Perception of Risk of Alcohol, Tobacco, and Marijuana Use

One of the four core measures evaluated by the *Profiles of Student Life: Attitudes and Behaviors* survey is students' perception of the risks involved in using alcohol, tobacco, and marijuana (see Appendix A for the text of questions 96, 97, and 98). The percentages for youth perception of risk of alcohol, tobacco, and marijuana use are recorded in Table 24.

Table 24. Perception of Substance-Use Risk by Gender and Grade										
Category	Definition <i>Moderate Risk or Great Risk</i>	Total Sample	Gender		Grade					
			M	F	6	7	8	9	10	11
Alcohol	One or two drinks nearly every day	77	73	82	77					
Tobacco	One or more packs of cigarettes per day	97	97	97	97					
Marijuana	Smoke marijuana regularly	95	95	95	95					

Figure 14 shows youth perception of the risks involved in substance use compared across asset levels.

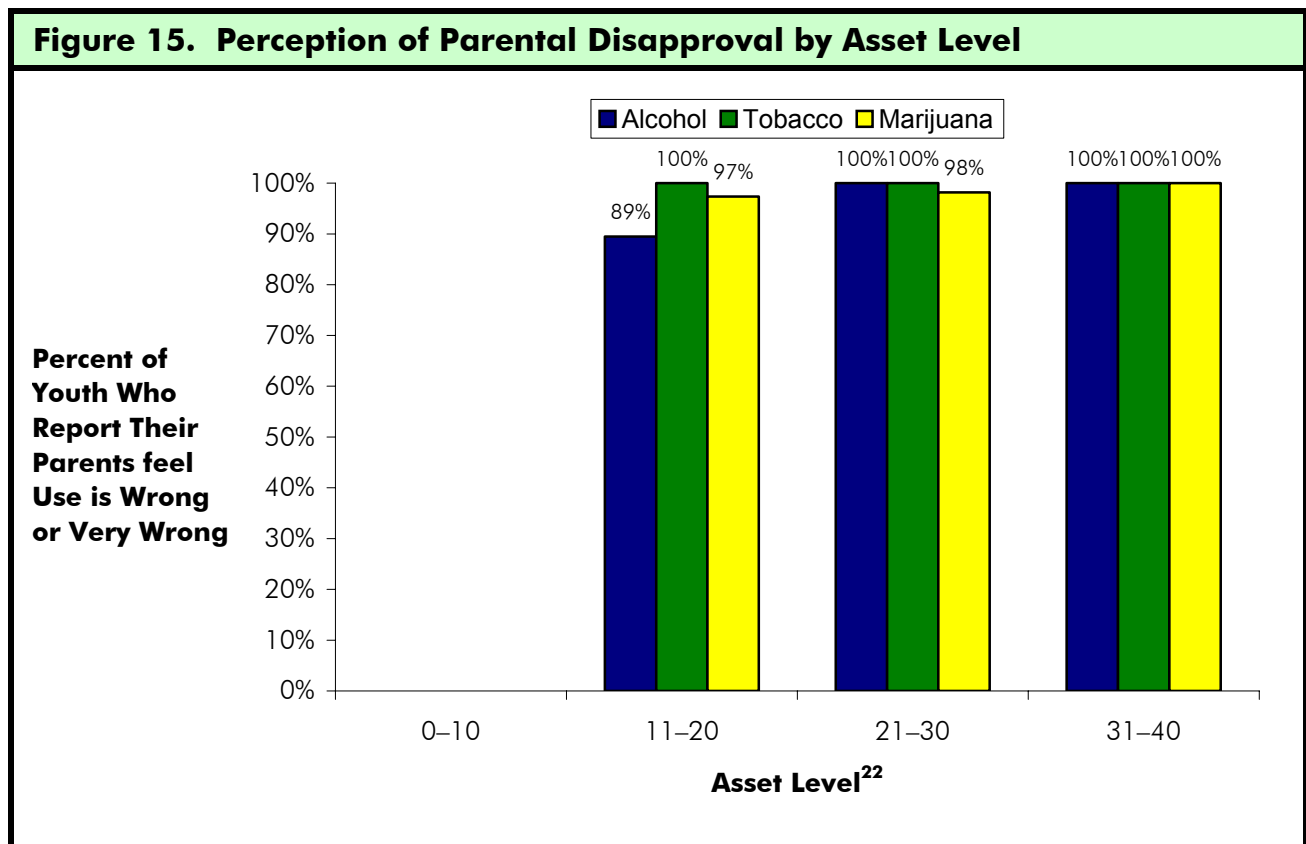


<sup>21</sup> One or more of the Asset Level groups may be blank due to fewer than 20 youth representing that asset level. Reporting on small numbers of youth yields unreliable results, and could potentially compromise anonymity.

## Youth Perception of Parental Disapproval of Alcohol, Tobacco, and Marijuana Use

The *Profiles of Student Life: Attitudes and Behaviors* survey evaluates students' perception of their parents' disapproval of youth use of alcohol, tobacco, and marijuana (see Appendix A for the text of questions 90, 91, and 92). Percentages for youth perception of parental disapproval of alcohol, tobacco, and marijuana use are recorded below in Table 25 and Figure 15.

Table 25. Perception of Parental Disapproval of Substance Use										
Category	Definition Wrong or Very Wrong	Total Sample	Gender		Grade					
			M	F	6	7	8	9	10	11
<b>Alcohol</b>	Drink regularly	97	96	99	97					
<b>Tobacco</b>	Smoke cigarettes	99	97	100	99					
<b>Marijuana</b>	Smoke marijuana	99	97	100	99					



<sup>22</sup> One or more of the Asset Level groups may be blank due to fewer than 20 youth representing that asset level. Reporting on small numbers of youth yields unreliable results, and could potentially compromise anonymity.

## Four Core Measures Data Summary

Table 26 summarizes how your students responded to all questions related to the four core measures measured by the *Profiles of Student Life: Attitudes and Behaviors* survey.

Table 26. Summary of Four Core Measures Data													
		Past 30-Day Use			Perception of Risk			Perception of Parental Disapproval			Age of First Use		
		Alc	Tob	Mar	Alc	Tob	Mar	Alc	Tob	Mar	Alc	Tob	Mar
<b>Total Sample</b>	*%	6.3	2.8	2.0	77.4	96.8	95.2	97.2	98.8	98.8	10.7	10.8	11.6
	n	16	7	5	195	244	240	245	248	248	61	16	9
	N	253	253	249	252	252	252	252	251	251	251	253	253
<b>Male</b>	*%	7.0	1.7	2.7	73.0	96.5	94.8	95.7	97.4	97.4	10.6	10.6	11.8
	n	8	2	3	84	111	109	110	112	112	32	5	5
	N	115	115	112	115	115	115	115	115	115	114	115	115
<b>Female</b>	*%	5.2	3.7	1.5	82.0	97.0	95.5	98.5	100.0	100.0	10.8	10.9	11.7
	n	7	5	2	109	129	127	132	133	133	27	10	3
	N	134	134	133	133	133	133	134	133	133	133	134	134
<b>Grade 6</b>	*%												
	n												
	N												
<b>Grade 7</b>	*%	6.3	2.8	2.0	77.4	96.8	95.2	97.2	98.8	98.8	10.7	10.8	11.6
	n	16	7	5	195	244	240	245	248	248	61	16	9
	N	253	253	249	252	252	252	252	251	251	251	253	253
<b>Grade 8</b>	*%												
	n												
	N												
<b>Grade 9</b>	*%												
	n												
	N												
<b>Grade 10</b>	*%												
	n												
	N												
<b>Grade 11</b>	*%												
	n												
	N												
<b>Grade 12</b>	*%												
	n												
	N												

**Notes:**

\* In Table 26 the rows marked with an asterisk (\*) reflect **percentages** of youth who meet the criteria appropriate to the particular column for Past 30-Day Use, Perception of Risk, and Perception of Parental Disapproval and the **mean age** in years for Age of First Use.

n Rows marked with a lower case n report the **number** of students who meet the criteria, or the **number** of students whose responses were averaged.

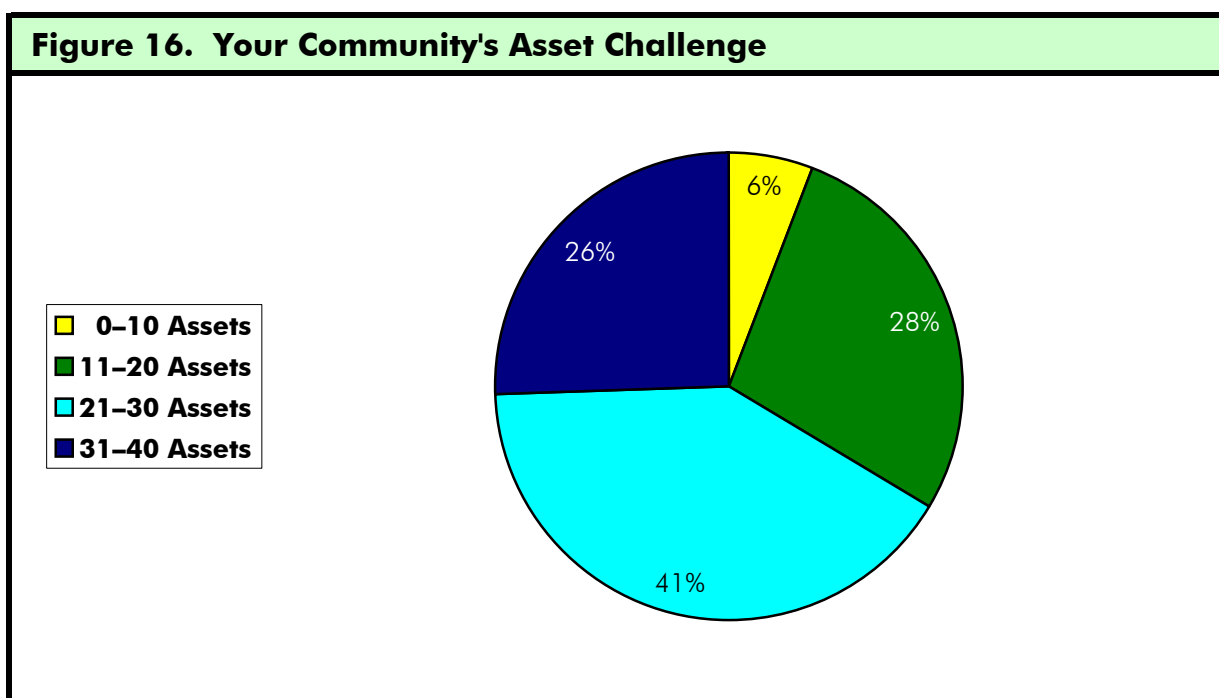
N Rows marked with an upper case N report the **number** of students who responded to the relevant question.

## Section 7

# Taking Action

Assets are cumulative—and the more assets, the better. Search Institute's research consistently shows that the more assets young people have, the less likely they are to be involved in risk-taking behaviors. And multiple indicators of thriving, including school academic success, increase as assets increase. Figure 16 presents the distribution of assets in your community.

While well-intentioned youth development efforts often focus on the consequences of asset “depletion,” the problems we see now will persist, and likely increase, unless we place a major emphasis on rebuilding the asset foundation for our youth.



Asset-building communities galvanize people, organizations, institutions, and systems to take action around a shared understanding of positive development. Ultimately, strengthening and rebuilding the developmental framework of a community is a movement led by the people—parents, relatives, educators, youth workers, religious leaders, and other concerned adults—to create a community-wide sense of common purpose.

Residents and community leaders are part of the same team moving in the same direction. Asset building creates a culture in which all residents are encouraged and expected, by virtue of their membership in the community, to promote the positive development of youth.

## Strengthening the Foundation of Developmental Assets

How do you strengthen Developmental Assets for all young people? Search Institute has identified six principles to help guide the process:<sup>23</sup>

1. **All young people need assets:** While it is crucial to pay special attention to youth who have the least resources (economically and/or emotionally), **all** children and adolescents will benefit from having even more assets than they now have.
2. **Everyone can build assets:** All adults, youth, and children can play a role in developing assets by spreading positive messages to and about young people across the community.
3. **Building assets is an ongoing process:** Asset development starts when a child is born, and continues through high school and beyond.
4. **Relationships are crucial:** A key to asset development is strong relationships between adults and young people, between young people and their peers, and between teenagers and younger children.
5. **Send consistent messages:** Asset building requires sending consistent, positive messages to youth and adults about what is important.
6. **Repeat the message—again and again:** Young people need to hear the same positive messages and feel support, over and over, from many different people.

## Characteristics of Healthy, Asset-Building Communities

Successful asset-building communities are those in which adults and youth work together to create a culture of cooperation rooted in respect for all community members. Here you'll find the characteristics of healthy asset-building communities. Note that there is and should be much overlap between the various roles and responsibilities identified below.

**Educators, youth leaders, and faith community members** can do the following:

- Build assets in youth by concentrating on
  - Building intergenerational relationships
  - Educating and supporting parents
  - Encouraging a constructive use of time
  - Focusing on values development
  - Emphasizing service to the community.

The focus is on both their own members and on the larger community.

---

<sup>23</sup> Adapted from *Uniting Communities for Youth: Mobilizing All Sectors to Create a Positive Future*, Peter L. Benson, Ph.D., Minneapolis, MN: Search Institute, 1995.

- Youth-serving professionals and volunteers (such as day-care providers, teachers, social workers, religious and community youth leaders, coaches, and mentors) receive training in asset building.
- Preschool, elementary, and secondary schools place a high priority on becoming caring environments for all students. Schools provide a challenging and engaging curriculum, offer opportunities for nurturing the values that community members consider critical, expand and strengthen out-of-school activities, and connect with parents to reinforce the importance of family attention to asset building.

**Young people** can do the following:

- Learn about the Developmental Assets and care about increasing them by promoting asset building actions for themselves and their peers.
- Ask for opportunities to lead, make decisions, and offer their knowledge and ideas to others. They are empowered to take on useful roles in community life.
- Actively participate in developing community programs and policies, rather than function as passive objects of adult programming.
- Engage frequently in service to other people, often partnering with adults. The community highly values the service-learning that comes from these experiences.
- Most 7- to 18-year-olds are involved in one or more clubs, teams, or other youth-serving organizations that make asset building central to their mission.
- Establish and sustain healthy relationships with younger children.

**All caring adults, including parents, community residents, business people, elected representatives, and organization members** can do the following:

- Create safe places for youth to meet and hang out.
- Assume personal responsibility for developing sustained, caring, intergenerational relationships with young people and building assets by taking the following concrete actions:
  - Listening carefully
  - Sharing respectful conversation
  - Enjoying their company and distinguishing them by name
  - Complimenting positive behaviors
  - Acknowledging youth when they're present
  - Involving youth in decision-making.
- Identify and share with youth a core set of common values and boundaries. Adults model and articulate these positive values and boundaries to young people.
- Believe in the importance of building Developmental Assets in youth. Communicate that message several times a year to all residents.
- Support families and adults (particularly parents) with community programs that teach and equip adults to make asset building a top priority.
- Invest in expanding and strengthening the community system of youth clubs, teams, and organizations.
- Elevate peer helping, mentoring, and service-learning programs, all of which intentionally build assets, to top priority within the community and expand them to reach a larger number of youth.

- Ensure that businesses that employ teenagers deliberately address the Support, Boundaries and Expectations, Positive Values, and Social Competencies assets in the workplace.
- Encourage employers to develop family-friendly policies in the workplace and provide processes for employees to build healthy relationships with youth.
- Train youth organizations and other service provider leaders and volunteers in asset-building strategies. Provide meaningful opportunities for youth to serve their communities and build citizenship and leadership skills.
- Move asset development and community-wide cooperation to the top of local government planning, policy, and funding priorities through policy-making, influence, training, and resource allocation.
- Consistently and repeatedly communicate a vision for healthy youth through local, regional, and national media (including print, radio, television, and Internet). Public relations efforts support local asset-building efforts. The media provide forums for sharing innovative actions taken by individuals and organizations.
- Take pride in and share with youth the community's cultural strengths and traditions, including:
  - Showing respect for elders and authority figures
  - Nurturing intergenerational relationships
  - Caring for others
  - Understanding the wisdom about "what matters."

Affirming these strengths represents an important dimension of cultural competence, in addition to knowledge and contact with cultures outside one's own.

- Offer frequent expressions of support to young people in informal public settings and in formal gathering places.
- Recognize and celebrate the innovative actions of asset-building individuals and systems. Youth professionals and volunteers experience a high status in the life of the community.
- Make a community-wide commitment to asset building that is long-term and includes all residents.
- Pay particular attention to helping girls develop and express assertiveness skills, personal control and skill mastery, and a healthy self-concept.
- Pay particular attention to helping boys develop and express compassion, caring, and a healthy self-concept.
- Ensure that there are safe sources of short-term childcare for families on weekends and weeknights.

## **Creating an Asset-Rich Community**

There is no single "best model" or "right way" for launching and sustaining a community-wide asset-building initiative. However, certain dynamics appear to be essential. The movement requires a team—representing all the social systems and voices in the community, *including youth*—to gather information, plan, and take the lead in mobilizing the community's asset-building capacity.

We recommend these general strategies for getting started:

- **Establish long-term goals and perspective**—Use the information in this report to develop a shared community vision for increasing the asset base for all children and adolescents. Strive to increase the average number of assets to 31 or more. Reaching your target cannot be rushed or accomplished with a single idea or program. It will take long-term commitment, multiple and coordinated changes, and a passion for the vision that will sustain your efforts.
- **Educate and motivate**—Make it a priority to communicate the power of Developmental Assets to all community residents—including children and youth—on multiple occasions, using a variety of media.
- **Think “intergenerationally”**—Communities that are too segregated by generations must look for opportunities to connect old and young, adults and youth, teenagers and children. Acknowledge and celebrate the asset-building power of intergenerational relationships.
- **Expand the reach of family education**—Families are the key source of Developmental Assets. All parents and guardians need multiple opportunities to learn about, remember, and build Developmental Assets in youth. Agencies, schools, community education, religious institutions, the media, public health, and other community-based organizations must work together to provide these opportunities, with particular emphasis on promoting responsible parenting by fathers and mothers.
- **Support and expand current asset-building efforts**—Though they may not use the same vocabulary, many people, places, and programs already build assets in neighborhoods, schools, parks and recreation programs, religious institutions, and youth organizations. Recognizing, publicizing, and supporting asset-building efforts helps reinforce their commitment and inspires others to take similar action.
- **Strengthen socializing systems**—Though much asset building occurs in daily, informal interactions, neighborhoods, schools, religious institutions, youth organizations, and employers must also be intentional about asset building. Look for ways to make training, technical assistance, and networking opportunities available in these settings.
- **Empower youth to contribute**—Many young people feel devalued by adults. Most report that their community does not provide useful roles for them. In settings where youth are involved, make it a typical occurrence to ask for their ideas and advice, to make decisions with them, and to treat them as responsible, competent allies in all asset-building efforts.
- **Elevate the importance of service**—Make it the accepted practice for children and youth to serve others in caring and compassionate ways through youth organizations, families, neighborhoods, schools, and religious institutions. Service solidifies caring values and provides opportunities to build social competencies, empowerment, and positive identity assets. It becomes even more powerful (shaping learning, positive values, and competencies) when combined with reflection activities. A reasonable goal would be to ensure that all youth engage in acts of service many times a year from the ages of five to 20.
- **Provide places to grow**—Too many youth lack connection to the kinds of teams, clubs, organizations, and programs that provide safe and active places to develop asset strength. All citizens and leaders need to look for opportunities to expand choices for young people to gather safely. Parents and other caring adults must encourage and reward involvement.
- **Advocate for high-quality opportunities for young people**—Young people are the responsibility not just of their families but of the whole community. All citizens—whether they are parents or not—must demand, support, and allocate necessary resources for the highest quality schools, out-of-school

care, and other youth programs. Challenge individuals to contribute their time and talent as youth program volunteers. Encourage employers to provide incentives for volunteering on behalf of children and youth.

- **Start a public dialogue**—It can be a big job to build public consensus around shared community values and boundaries that relate to our hopes for young people and their future. Nevertheless, look for ways to pursue this dialogue. While cultural, religious, and political diversity adds richness to any discussion, every community and its people also share common values and boundaries that can be articulated and upheld. Beginning the conversation in neighborhoods and apartment buildings, congregations, community centers, and other grassroots settings not only leads everyone to a broader understanding of common values related to civic life, but it also supports the beginning of new relationships and connections on the personal level.

# Appendices



**Note:** 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.

## Appendix A

# Survey Item Percentages by Gender and Grade

Survey Items	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
<b>1. Age</b>										
11 or younger	6	3	9		6					
12	83	83	82		83					
13	11	14	9		11					
14	0	0	0		0					
15	0	0	0		0					
16	0	0	0		0					
17	0	0	0		0					
18	0	0	0		0					
19 or older	0	0	0		0					
<b>2. Grade in school</b>										
5th	0	0	0		0					
6th	0	0	0		0					
7th	100	100	100		100					
8th	0	0	0		0					
9th	0	0	0		0					
10th	0	0	0		0					
11th	0	0	0		0					
12th	0	0	0		0					
<b>3. Gender</b>										
Male	46	100	0		46					
Female	54	0	100		54					
<b>4. Race / ethnicity</b>										
American Indian or Alaska Native	0	0	0		0					
Asian	25	27	24		25					
Black or African American	2	1	2		2					
Hispanic or Latino/Latina	3	3	3		3					
Native Hawaiian or Other Pacific Islander	1	2	1		1					
White	47	48	45		47					
Other	6	8	4		6					
More than one of the above	16	11	21		16					
<b>5. Which of the following best describes your family?</b>										
I live with my two birth / biological parents	85	87	83		85					
I live with my two adoptive parents	0	0	1		0					
Sometimes I live with my mom and sometimes my dad	3	3	4		3					
I live with one parent	7	7	7		7					
I live with one parent and one stepparent	2	2	2		2					
I live with one birth parent and one adoptive parent	0	0	0		0					
I live with foster parents	0	0	0		0					
I live with my grandparents or other adult relatives who take care of me	0	0	0		0					
Other	2	2	3		2					
<b>How important is each of the following to you in your life?</b>										
<b>6. Helping other people</b>										
Not important	0	0	0		0					
Somewhat important	7	8	5		7					
Not sure	9	9	10		9					
Quite important	64	69	60		64					
Extremely important	20	15	25		20					

## Survey Item Percentages by Gender and Grade (Cont'd)

Survey Items	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
<b>How important is each of the following to you in your life?</b>										
<b>7. Helping to reduce hunger and poverty in the world</b>										
Not important	2	4	1	2						
Somewhat important	12	12	11	12						
Not sure	22	25	19	22						
Quite important	38	32	43	38						
Extremely important	26	27	26	26						
<b>8. Helping to make the world a better place in which to live</b>										
Not important	0	0	0	0						
Somewhat important	9	11	8	9						
Not sure	11	14	9	11						
Quite important	39	36	42	39						
Extremely important	40	39	41	40						
<b>9. Being religious or spiritual</b>										
Not important	39	36	42	39						
Somewhat important	14	19	11	14						
Not sure	23	18	27	23						
Quite important	13	11	14	13						
Extremely important	10	16	6	10						
<b>10. Helping to make sure that all people are treated fairly</b>										
Not important	1	2	0	1						
Somewhat important	10	10	9	10						
Not sure	9	6	12	9						
Quite important	48	53	43	48						
Extremely important	32	29	36	32						
<b>11. Getting to know people who are of a different race or ethnic group than I am</b>										
Not important	5	6	4	5						
Somewhat important	11	7	13	11						
Not sure	25	25	26	25						
Quite important	45	46	44	45						
Extremely important	14	16	13	14						
<b>12. Speaking up for equality (everyone should have the same rights and opportunities)</b>										
Not important	1	3	0	1						
Somewhat important	6	4	7	6						
Not sure	18	18	17	18						
Quite important	36	38	35	36						
Extremely important	39	37	42	39						
<b>13. Giving time or money to make life better for other people</b>										
Not important	2	4	2	2						
Somewhat important	12	18	8	12						
Not sure	29	30	28	29						
Quite important	43	34	49	43						
Extremely important	14	15	14	14						
<b>14. Doing what I believe is right, even if my friends make fun of me</b>										
Not important	1	3	0	1						
Somewhat important	8	8	9	8						
Not sure	23	23	22	23						
Quite important	40	44	37	40						
Extremely important	28	22	32	28						

## Survey Item Percentages by Gender and Grade (Cont'd)

Survey Items	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
<b>How important is each of the following to you in your life?</b>										
<b>15. Standing up for what I believe, even when it's unpopular to do so</b>										
Not important	3	6	1	3						
Somewhat important	9	9	9	9						
Not sure	25	28	22	25						
Quite important	31	28	32	31						
Extremely important	32	28	36	32						
<b>16. Telling the truth, even when it's not easy</b>										
Not important	2	1	2	2						
Somewhat important	10	14	6	10						
Not sure	19	23	16	19						
Quite important	42	39	46	42						
Extremely important	26	23	30	26						
<b>17. Accepting responsibility for my actions when I make a mistake or get in trouble</b>										
Not important	2	2	1	2						
Somewhat important	8	10	7	8						
Not sure	16	14	18	16						
Quite important	48	49	47	48						
Extremely important	26	25	27	26						
<b>18. Doing my best, even when I have to do a job I don't like</b>										
Not important	2	3	1	2						
Somewhat important	12	14	10	12						
Not sure	13	11	13	13						
Quite important	43	43	44	43						
Extremely important	30	29	31	30						
<b>19. On an average school day, how much time do you spend doing homework outside of school?</b>										
None	0	0	0	0						
Half hour or less	4	5	2	4						
Between a half hour and an hour	17	25	11	17						
1 hour	27	29	24	27						
2 hours	39	33	45	39						
3 hours or more	14	8	18	14						
<b>20. What grades do you earn in school?</b>										
Mostly As	65	62	70	65						
About half As and half Bs	18	19	17	18						
Mostly Bs	6	10	3	6						
About half Bs and half Cs	8	9	8	8						
Mostly Cs	1	0	2	1						
About half Cs and half Ds	1	1	1	1						
Mostly Ds	0	0	0	0						
Mostly below Ds	0	0	0	0						
<b>How often does one of your parents . . . ?</b>										
<b>21. Help you with your school work</b>										
Very often	19	17	19	19						
Often	32	32	33	32						
Sometimes	34	35	34	34						
Seldom	14	16	13	14						
Never	1	0	1	1						
<b>22. Talk to you about what you are doing in school</b>										
Very often	41	42	40	41						
Often	31	31	33	31						
Sometimes	19	20	19	19						
Seldom	7	5	8	7						
Never	1	2	1	1						

## Survey Item Percentages by Gender and Grade (Cont'd)

Survey Items	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
<b>23. Ask you about homework</b>										
Very often	45	47	44	45						
Often	29	27	31	29						
Sometimes	14	15	14	14						
Seldom	8	9	8	8						
Never	3	2	4	3						
<b>24. Go to meetings or events at your school</b>										
Very often	31	37	25	31						
Often	39	38	41	39						
Sometimes	22	20	23	22						
Seldom	7	4	9	7						
Never	1	1	1	1						
<b>25. At school I try as hard as I can to do my best work</b>										
Strongly agree	50	46	52	50						
Agree	44	47	40	44						
Not sure	6	5	7	6						
Disagree	1	1	1	1						
Strongly disagree	0	0	0	0						
<b>26. My teachers really care about me</b>										
Strongly agree	19	22	16	19						
Agree	41	40	43	41						
Not sure	31	32	31	31						
Disagree	8	4	10	8						
Strongly disagree	1	1	1	1						
<b>27. It bothers me when I don't do something well</b>										
Strongly agree	54	55	53	54						
Agree	33	32	35	33						
Not sure	9	9	9	9						
Disagree	3	4	1	3						
Strongly disagree	1	0	1	1						
<b>28. I get a lot of encouragement at my school</b>										
Strongly agree	22	21	23	22						
Agree	39	38	41	39						
Not sure	26	25	28	26						
Disagree	10	14	8	10						
Strongly disagree	2	2	2	2						
<b>29. Teachers at school push me to be the best I can be</b>										
Strongly agree	29	32	27	29						
Agree	46	41	49	46						
Not sure	20	18	22	20						
Disagree	5	9	2	5						
Strongly disagree	0	0	0	0						
<b>30. My parents push me to be the best I can be</b>										
Strongly agree	67	65	68	67						
Agree	25	26	25	25						
Not sure	7	8	6	7						
Disagree	1	1	1	1						
Strongly disagree	0	0	0	0						
<b>31. During the last four weeks, how many days of school have you missed because you skipped or "ditched"?</b>										
None	94	90	97	94						
1 day	3	6	1	3						
2 days	2	3	1	2						
3 days	0	0	1	0						
4 – 5 days	1	1	1	1						
6 – 10 days	0	0	0	0						
11 or more days	0	1	0	0						

## Survey Item Percentages by Gender and Grade (Cont'd)

Survey Items	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
<b>How often do you . . . ?</b>										
<b>32. Feel bored at school</b>										
Usually	26	31	21	26						
Sometimes	70	66	74	70						
Never	4	4	5	4						
<b>33. Come to classes without bringing paper or something to write with</b>										
Usually	3	5	1	3						
Sometimes	28	38	19	28						
Never	69	57	80	69						
<b>34. Come to classes without your homework finished</b>										
Usually	6	9	4	6						
Sometimes	33	40	26	33						
Never	61	51	69	61						
<b>35. Come to classes without your books</b>										
Usually	3	3	4	3						
Sometimes	28	36	20	28						
Never	69	61	76	69						
<b>36. On the whole, I like myself</b>										
Strongly agree	45	44	46	45						
Agree	40	39	40	40						
Not sure	14	15	14	14						
Disagree	1	1	1	1						
Strongly disagree	0	1	0	0						
<b>37. It is against my values to drink alcohol while I am a teenager</b>										
Strongly agree	64	57	72	64						
Agree	19	21	17	19						
Not sure	8	10	5	8						
Disagree	5	9	1	5						
Strongly disagree	4	3	4	4						
<b>38. I like to do exciting things, even if they are dangerous</b>										
Strongly agree	12	17	8	12						
Agree	24	30	18	24						
Not sure	33	30	37	33						
Disagree	20	14	26	20						
Strongly disagree	10	9	11	10						
<b>39. At times, I think I am no good at all</b>										
Strongly agree	6	5	6	6						
Agree	21	20	22	21						
Not sure	24	25	23	24						
Disagree	27	29	26	27						
Strongly disagree	22	20	23	22						
<b>40. I get along well with my parents</b>										
Strongly agree	41	41	42	41						
Agree	44	46	42	44						
Not sure	10	10	11	10						
Disagree	4	4	5	4						
Strongly disagree	1	0	1	1						
<b>41. All in all, I am glad I am me</b>										
Strongly agree	53	46	58	53						
Agree	32	37	29	32						
Not sure	13	14	11	13						
Disagree	2	1	2	2						
Strongly disagree	1	2	0	1						

## Survey Item Percentages by Gender and Grade (Cont'd)

Survey Items	Total Sample	Gender		Grade							
		M	F	6	7	8	9	10	11	12	
<b>42. I feel I do not have much to be proud of</b>											
Strongly agree	1	2	0		1						
Agree	8	10	6		8						
Not sure	15	17	14		15						
Disagree	38	39	39		38						
Strongly disagree	37	32	41		37						
<b>43. If I break one of my parents' rules, I usually get punished</b>											
Strongly agree	19	20	19		19						
Agree	38	39	37		38						
Not sure	30	26	33		30						
Disagree	10	11	8		10						
Strongly disagree	4	3	4		4						
<b>44. My parents give me help and support when I need it</b>											
Strongly agree	59	56	62		59						
Agree	31	35	28		31						
Not sure	8	9	7		8						
Disagree	2	1	3		2						
Strongly disagree	0	0	0		0						
<b>45. It is against my values to have sex while I am a teenager</b>											
Strongly agree	60	49	69		60						
Agree	15	17	13		15						
Not sure	13	17	10		13						
Disagree	7	11	4		7						
Strongly disagree	5	5	4		5						
<b>46. In my school there are clear rules about what students can and cannot do</b>											
Strongly agree	43	44	41		43						
Agree	49	49	49		49						
Not sure	7	6	8		7						
Disagree	1	0	2		1						
Strongly disagree	0	1	0		0						
<b>47. I care about the school I go to</b>											
Strongly agree	30	30	31		30						
Agree	47	46	48		47						
Not sure	18	19	16		18						
Disagree	3	4	2		3						
Strongly disagree	2	1	3		2						
<b>48. My parents often tell me they love me</b>											
Strongly agree	63	61	66		63						
Agree	28	29	28		28						
Not sure	7	8	5		7						
Disagree	2	2	1		2						
Strongly disagree	0	1	0		0						
<b>49. In my family, I feel useful and important</b>											
Strongly agree	41	40	42		41						
Agree	38	38	39		38						
Not sure	17	17	17		17						
Disagree	3	5	1		3						
Strongly disagree	0	0	1		0						
<b>50. Students in my school care about me</b>											
Strongly agree	29	30	29		29						
Agree	43	39	46		43						
Not sure	22	24	20		22						
Disagree	5	6	5		5						
Strongly disagree	1	2	1		1						

## Survey Item Percentages by Gender and Grade (Cont'd)

Survey Items	Total Sample	Gender		Grade							
		M	F	6	7	8	9	10	11	12	
<b>51. In my family, there are clear rules about what I can and cannot do</b>											
Strongly agree	35	37	34	35							
Agree	46	46	46	46							
Not sure	18	15	20	18							
Disagree	1	2	0	1							
Strongly disagree	0	1	0	0							
<b>52. In my neighborhood, there are a lot of people who care about me</b>											
Strongly agree	23	24	22	23							
Agree	31	27	35	31							
Not sure	34	37	30	34							
Disagree	9	6	11	9							
Strongly disagree	3	5	1	3							
<b>53. At my school, everyone knows that you'll get in trouble for using alcohol or other drugs</b>											
Strongly agree	59	60	59	59							
Agree	27	23	31	27							
Not sure	8	10	5	8							
Disagree	4	4	4	4							
Strongly disagree	2	3	1	2							
<b>54. If one of my neighbors saw me do something wrong, he or she would tell one of my parents</b>											
Strongly agree	25	29	20	25							
Agree	30	30	30	30							
Not sure	40	36	43	40							
Disagree	6	4	7	6							
Strongly disagree	0	1	0	0							
<b>During the last 12 months, how many times have you . . . ?</b>											
<b>55. Been a leader in a group or organization</b>											
Never	23	23	23	23							
Once	19	15	23	19							
Twice	16	20	12	16							
3 – 4 Times	22	19	25	22							
5 or More Times	20	23	18	20							
<b>56. Stolen something from a store</b>											
Never	89	91	87	89							
Once	5	3	6	5							
Twice	2	1	2	2							
3 – 4 Times	3	3	3	3							
5 or More Times	2	3	1	2							
<b>57. Gotten into trouble with the police</b>											
Never	96	94	98	96							
Once	3	4	1	3							
Twice	0	0	1	0							
3 – 4 Times	1	2	0	1							
5 or More Times	0	0	0	0							
<b>58. Hit or beat up someone</b>											
Never	82	75	90	82							
Once	9	16	4	9							
Twice	4	6	2	4							
3 – 4 Times	2	3	1	2							
5 or More Times	2	1	3	2							

## Survey Item Percentages by Gender and Grade (Cont'd)

Survey Items	Total Sample	Gender		Grade					
		M	F	6	7	8	9	10	11
During the last 12 months, how many times have you . . . ? <b>59. Damaged property just for fun (such as breaking windows, scratching a car, putting paint on walls, etc.)</b> Never Once Twice 3 – 4 Times 5 or More Times	94 3 1 1 1	92 4 1 1 2	96 2 1 1 1	94 3 1 1 1					
During an average week, how many hours do you spend . . . ? <b>60. Playing on or helping with sports teams at school or in the community</b> 0 hours 1 hour 2 hours 3 – 5 hours 6 – 10 hours 11 or more hours	23 6 11 27 20 13	21 5 14 23 23 13	23 7 9 31 17 13	23 6 11 27 20 13					
<b>61. In clubs or organizations other than sports at school (for example, school newspaper, student government, school plays, language clubs, hobby clubs, drama club, debate, etc.)</b> 0 hours 1 hour 2 hours 3 – 5 hours 6 – 10 hours 11 or more hours	58 23 7 8 2 1	57 22 6 10 3 2	60 25 8 5 1 0	58 23 7 8 2 1					
<b>62. In clubs or organizations other than sports outside of school (such as 4-H, Scouts, Boys and Girls Clubs, YWCA, YMCA, etc.)</b> 0 hours 1 hour 2 hours 3 – 5 hours 6 – 10 hours 11 or more hours	48 12 16 14 4 6	45 11 12 17 7 8	51 14 19 10 2 4	48 12 16 14 4 6					
<b>63. Reading just for fun (not part of your school work)</b> 0 hours 1 hour 2 hours 3 – 5 hours 6 – 10 hours 11 or more hours	10 17 18 28 14 13	8 20 19 27 13 12	13 14 17 29 15 14	10 17 18 28 14 13					
<b>64. Going to programs, groups, or services at a church, synagogue, mosque, or other religious or spiritual place</b> 0 hours 1 hour 2 hours 3 – 5 hours 6 – 10 hours 11 or more hours	62 10 16 10 2 0	59 14 10 11 5 1	65 6 21 8 0 0	62 10 16 10 2 0					

## Survey Item Percentages by Gender and Grade (Cont'd)

Survey Items	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
During an average week, how many hours do you spend . . . ? <b>65. Helping other people without getting paid (such as helping out at a hospital, daycare center, food shelf, youth program, community service agency, or doing other things) to make your city a better place for people to live</b> 0 hours 1 hour 2 hours 3 – 5 hours 6 – 10 hours 11 or more hours	64	60	67	64						
<b>66. Helping friends or neighbors</b> 0 hours 1 hour 2 hours 3 – 5 hours 6 – 10 hours 11 or more hours	27	30	23	27						
<b>67. Practicing or taking lessons in music, art, drama, or dance, after school or on weekends</b> 0 hours 1 hour 2 hours 3 – 5 hours 6 – 10 hours 11 or more hours	29	31	25	29						
People who know me would say that this is . . . <b>68. Knowing how to say "no" when someone wants me to do things I know are wrong or dangerous</b> Not at all like me A little like me Somewhat like me Quite like me Very much like me	1	1	2	1						
<b>69. Caring about other people's feelings</b> Not at all like me A little like me Somewhat like me Quite like me Very much like me	0	1	0	0						
<b>70. Thinking through the possible good and bad results of different choices before I make decisions</b> Not at all like me A little like me Somewhat like me Quite like me Very much like me	3	4	2	3						
<b>71. Saving my money for something special rather than spending it all right away</b> Not at all like me A little like me Somewhat like me Quite like me Very much like me	4	2	5	4						

## Survey Item Percentages by Gender and Grade (Cont'd)

Survey Items	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
<b>People who know me would say that this is . . .</b>										
<b>72. Respecting the values and beliefs of people who are of a different race or culture than I am</b>										
Not at all like me	1	1	0		1					
A little like me	5	5	5		5					
Somewhat like me	10	17	5		10					
Quite like me	44	38	49		44					
Very much like me	41	39	42		41					
<b>73. Giving up when things get hard for me</b>										
Not at all like me	37	42	31		37					
A little like me	35	28	42		35					
Somewhat like me	19	19	19		19					
Quite like me	7	8	6		7					
Very much like me	2	2	2		2					
<b>74. Staying away from people who might get me in trouble</b>										
Not at all like me	6	8	5		6					
A little like me	12	13	10		12					
Somewhat like me	16	19	14		16					
Quite like me	34	32	37		34					
Very much like me	32	28	35		32					
<b>75. Feeling really sad when one of my friends is unhappy</b>										
Not at all like me	3	5	2		3					
A little like me	11	18	5		11					
Somewhat like me	25	27	23		25					
Quite like me	35	34	37		35					
Very much like me	26	16	34		26					
<b>76. Being good at making and keeping friends</b>										
Not at all like me	2	4	1		2					
A little like me	5	7	3		5					
Somewhat like me	13	13	13		13					
Quite like me	40	45	37		40					
Very much like me	40	31	47		40					
<b>77. Knowing a lot about people of other races or ethnic groups</b>										
Not at all like me	5	5	5		5					
A little like me	17	10	22		17					
Somewhat like me	33	36	32		33					
Quite like me	27	26	27		27					
Very much like me	18	23	14		18					
<b>78. Enjoying being with people who are of a different race or ethnic group than I am</b>										
Not at all like me	3	3	2		3					
A little like me	9	13	5		9					
Somewhat like me	23	25	22		23					
Quite like me	41	36	46		41					
Very much like me	24	24	25		24					
<b>79. Being good at planning ahead</b>										
Not at all like me	5	5	5		5					
A little like me	16	17	14		16					
Somewhat like me	27	34	21		27					
Quite like me	30	25	35		30					
Very much like me	22	19	25		22					

## Survey Item Percentages by Gender and Grade (Cont'd)

Survey Items	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
<b>People who know me would say that this is . . .</b> <b>80. Taking good care of my body (such as, eating foods that are good for me, exercising regularly, and eating three good meals a day)</b>										
Not at all like me	1	1	1	1						
A little like me	8	7	8	8						
Somewhat like me	16	21	11	16						
Quite like me	37	36	38	37						
Very much like me	38	35	43	38						
<b>On how many occasions (if any) have you had more than just a few sips of alcoholic beverages (beer, wine, or hard liquor) to drink...?</b> <b>81. In your lifetime</b>										
0	70	67	73	70						
1 – 2	16	17	15	16						
3 – 5	4	4	4	4						
6 – 9	5	5	5	5						
10 – 19	1	2	1	1						
20 – 39	2	2	1	2						
40 +	2	3	0	2						
<b>82. During the last 12 months</b>										
0	85	84	86	85						
1 – 2	9	7	11	9						
3 – 5	3	4	2	3						
6 – 9	2	3	2	2						
10 – 19	0	0	0	0						
20 – 39	0	0	0	0						
40 +	1	1	0	1						
<b>83. During the last 30 days</b>										
0	94	93	95	94						
1 – 2	4	5	2	4						
3 – 5	2	1	2	2						
6 – 9	1	1	1	1						
10 – 19	0	0	0	0						
20 – 39	0	0	0	0						
40 +	0	0	0	0						
<b>84. Think back over the last two weeks. How many times have you had five or more drinks in a row? (A "drink" is a glass of wine, a bottle or can of beer, a shot glass of liquor, or a mixed drink.)</b>										
None	98	97	98	98						
Once	1	2	1	1						
Twice	0	0	0	0						
3 to 5 times	1	1	1	1						
6 to 9 times	0	0	0	0						
10 or more times	0	0	0	0						
<b>85. How frequently have you smoked cigarettes in your lifetime?</b>										
Not at all	97	97	96	97						
Less than 1 cigarette per day	2	2	3	2						
1 to 5 cigarettes per day	1	1	1	1						
About 1/2 pack per day	0	0	0	0						
About 1 pack per day	0	0	0	0						
About 1 – 1/2 packs per day	0	0	0	0						
2 or more packs per day	0	0	0	0						

## Survey Item Percentages by Gender and Grade (Cont'd)

Survey Items	Total Sample	Gender		Grade							
		M	F	6	7	8	9	10	11	12	
<b>86. How frequently have you smoked cigarettes during the last 30 days?</b>											
Not at all	97	98	96	97							
Less than 1 cigarette per day	2	1	3	2							
1 to 5 cigarettes per day	0	0	1	0							
About 1/2 pack per day	0	1	0	0							
About 1 pack per day	0	0	0	0							
About 1 – 1/2 packs per day	0	0	0	0							
2 or more packs per day	0	0	0	0							
<b>87. During the last two weeks, about how many cigarettes have you smoked?</b>											
None	98	98	97	98							
Less than 1 cigarette per day	2	1	2	2							
1 to 5 cigarettes per day	0	0	1	0							
About 1/2 pack per day	0	0	0	0							
About 1 pack per day	0	1	0	0							
About 1 – 1/2 packs per day	0	0	0	0							
2 or more packs per day	0	0	0	0							
<b>On how many occasions (if any) have you used marijuana...?</b>											
<b>88. During the last 30 days</b>											
0	98	97	98	98							
1 – 2	1	1	2	1							
3 – 5	1	2	0	1							
6 – 9	0	0	0	0							
10 – 19	0	0	0	0							
20 – 39	0	0	0	0							
40 +	0	0	0	0							
<b>89. During the last 12 months</b>											
0	97	95	98	97							
1 – 2	2	3	2	2							
3 – 5	0	0	1	0							
6 – 9	0	1	0	0							
10 – 19	0	0	0	0							
20 – 39	0	0	0	0							
40 +	0	1	0	0							
<b>How wrong do your parents feel it would be for you to...?</b>											
<b>90. Drink beer, wine, or hard liquor (for example, vodka, whiskey or gin) regularly</b>											
Very Wrong	88	81	95	88							
Wrong	9	15	4	9							
A Little Bit Wrong	3	4	1	3							
Not at all Wrong	0	0	0	0							
<b>91. Smoke cigarettes</b>											
Very Wrong	94	92	96	94							
Wrong	5	5	4	5							
A Little Bit Wrong	1	3	0	1							
Not at all Wrong	0	0	0	0							
<b>92. Smoke marijuana</b>											
Very Wrong	95	94	96	95							
Wrong	4	3	4	4							
A Little Bit Wrong	1	3	0	1							
Not at all Wrong	0	0	0	0							

## Survey Item Percentages by Gender and Grade (Cont'd)

Survey Items	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
<b>93. How old were you when you first had more than one or two sips of beer, wine or hard liquor (for example, vodka, whisky, or gin)?</b> Never have 10 or younger 11 12 13 14 15 16 17 or older	76 14 6 4 0 0 0 0 0	72 19 5 3 0 0 0 0 1	80 9 6 5 0 0 0 0 0	76 14 6 4 0 0 0 0 0						
<b>94. How old were you when you first smoked a cigarette, even just a puff?</b> Never have 10 or younger 11 12 13 14 15 16 17 or older	94 3 2 1 0 0 0 0 0	96 2 3 0 0 0 0 0 0	93 3 2 2 0 0 0 0 0	94 3 2 1 0 0 0 0 0						
<b>95. How old were you when you first smoked marijuana?</b> Never have 10 or younger 11 12 13 14 15 16 17 or older	96 0 2 1 1 0 0 0 0	96 0 2 2 1 0 0 0 0	98 0 1 0 1 0 0 0 0	96 0 2 1 1 0 0 0 0						
<b>How much do you think people risk harming themselves (physically or in other ways) if they...?</b> <b>96. Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day</b> No Risk Slight Risk Moderate Risk Great Risk	6 17 34 43	5 22 34 39	7 11 35 47	6 17 34 43						
<b>97. Smoke one or more packs of cigarettes per day</b> No Risk Slight Risk Moderate Risk Great Risk	2 1 16 81	2 2 23 73	3 0 9 88	2 1 16 81						
<b>98. Smoke marijuana regularly</b> No Risk Slight Risk Moderate Risk Great Risk	3 2 12 84	3 3 13 82	3 2 10 86	3 2 12 84						

## Survey Item Percentages by Gender and Grade (Cont'd)

Survey Items	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
<b>99. How many times, if any, have you used cocaine (crack, coke, snow, rock) in your lifetime...?</b> 0 1 2 3 – 5 6 – 9 10 – 19 20 – 39 40 +	96 2 0 1 0 0 1 0	95 3 0 1 0 0 1 1	97 1 1 1 0 0 1 0	96 2 0 1 0 0 1 0						
During the last 12 months, how many times have you . . . ? <b>100. Been to a party where other kids your age were drinking</b> Never Once Twice 3 – 4 times 5 or more times	93 4 1 0 2	93 5 1 0 1	92 2 2 1 3	93 4 1 0 2						
<b>101. Driven a car after you had been drinking</b> Never Once Twice 3 – 4 times 5 or more times	100 0 0 0 0	100 0 0 0 0	100 0 0 0 0	100 0 0 0 0						
<b>102. Ridden in a car whose driver had been drinking</b> Never Once Twice 3 – 4 times 5 or more times	87 7 3 1 2	87 8 2 0 3	86 7 4 2 1	87 7 3 1 2						
<b>103. How many times during the last 30 days, if any, have you sniffed glue, breathed the contents of aerosol spray cans or inhaled other fumes in order to get high...?</b> 0 1 2 3 – 5 6 – 9 10 – 19 20 – 39 40 +	90 5 3 1 0 0 0 0	90 3 5 1 1 0 0 0	92 5 2 1 0 0 0 0	90 5 3 1 0 0 0 0						
<b>104. In an average week, how many times do all of the people in your family who live with you eat dinner together?</b> None Once a week Twice a week Three times a week 4 times a week 5 times a week 6 times a week 7 times a week	6 6 4 6 10 10 16 41	6 4 4 6 9 8 16 47	6 7 3 7 11 12 18 37	6 6 4 6 10 10 16 41						

## Survey Item Percentages by Gender and Grade (Cont'd)

Survey Items	Total Sample	Gender		Grade					
		M	F	6	7	8	9	10	11
<b>105. How often did you feel sad or depressed during the last month?</b> All of the time Most of the time Some of the time Once in a while Not at all	3 4 14 46 33	3 3 12 47 35	4 5 15 45 32	3 4 14 46 33					
<b>106. Have you ever tried to kill yourself?</b> No Yes, once Yes, twice Yes, more than two times	94 5 1 0	96 3 1 0	92 6 1 1	94 5 1 0					
<b>107. Have you ever had sexual intercourse ("gone all the way," "made love")?</b> No – SKIP TO QUESTION #109 Once Twice 3 times 4 or more times	96 2 0 0 2	97 2 0 0 2	95 2 0 0 3	96 2 0 0 2					
<b>108. When you have sex, how often do you and/or your partner use a birth control method such as birth control pills, a condom (rubber), foam, diaphragm, Depo-Provera shots, patch or IUD?</b> Never Seldom Sometimes Often Always	65 4 4 9 17	82 9 0 0 9	50 0 8 17 25	65 4 4 9 17					
How many times, if any, in the last 12 months have you used . . . ? <b>109. Chewing tobacco or snuff</b> 0 1 2 3 – 5 6 – 9 10 – 19 20 – 39 40 +	98 1 0 0 0 0 0 0	99 0 0 0 1 0 0 0	98 1 1 0 0 0 0 0	98 1 0 0 0 0 0 0					
<b>110. Heroin (smack, horse, skag) or other narcotics (like opium or morphine)</b> 0 1 2 3 – 5 6 – 9 10 – 19 20 – 39 40 +	99 0 0 1 0 0 0 0	98 0 0 2 0 0 0 0	99 1 0 0 0 0 0 0	99 0 0 1 0 0 0 0					
<b>111. LSD ("acid")</b> 0 1 2 3 – 5 6 – 9 10 – 19 20 – 39 40 +	99 0 0 0 0 0 0 0	99 0 1 0 0 0 0 0	98 1 0 1 0 0 0 0	99 0 0 0 0 0 0 0					

## Survey Item Percentages by Gender and Grade (Cont'd)

Survey Items	Total Sample	Gender		Grade							
		M	F	6	7	8	9	10	11	12	
How many times, if any, in the last 12 months have you used . . . ? 112. Amphetamines (for example, methamphetamine, crystal meth, uppers, speed, bennies, dexies) without your own doctor's prescription											
0	99	99	98	99							
1	0	0	1	0							
2	0	0	1	0							
3 – 5	0	0	0	0							
6 – 9	0	0	0	0							
10 – 19	0	1	0	0							
20 – 39	0	0	0	0							
40 +	0	0	0	0							
113. Sometimes I feel like my life has no purpose											
Strongly agree	2	3	1	2							
Agree	11	10	11	11							
Not sure	14	14	14	14							
Disagree	31	33	29	31							
Strongly disagree	42	39	44	42							
114. Adults in my town or city make me feel important											
Strongly agree	16	15	17	16							
Agree	41	39	43	41							
Not sure	33	35	32	33							
Disagree	8	9	8	8							
Strongly disagree	2	3	1	2							
115. Adults in my town or city listen to what I have to say											
Strongly agree	14	13	15	14							
Agree	40	39	40	40							
Not sure	32	31	32	32							
Disagree	11	13	8	11							
Strongly disagree	4	4	4	4							
116. I'm given lots of chances to help make my town or city a better place in which to live											
Strongly agree	17	20	14	17							
Agree	29	25	31	29							
Not sure	37	35	39	37							
Disagree	15	15	15	15							
Strongly disagree	2	4	1	2							
117. Adults in my town or city don't care about people my age											
Strongly agree	3	4	2	3							
Agree	7	7	6	7							
Not sure	28	37	21	28							
Disagree	33	27	38	33							
Strongly disagree	29	24	33	29							
118. In my town or city, I feel like I matter to people											
Strongly agree	18	17	18	18							
Agree	39	34	44	39							
Not sure	31	35	29	31							
Disagree	9	11	7	9							
Strongly disagree	3	4	2	3							

## Survey Item Percentages by Gender and Grade (Cont'd)

Survey Items	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
<b>119. When things don't go well for me, I am good at finding a way to make things better</b>										
Strongly agree	23	20	26		23					
Agree	43	44	42		43					
Not sure	27	31	23		27					
Disagree	4	3	5		4					
Strongly disagree	3	2	3		3					
<b>120. When I am an adult, I'm sure I will have a good life</b>										
Strongly agree	45	41	50		45					
Agree	32	35	30		32					
Not sure	21	22	20		21					
Disagree	1	2	0		1					
Strongly disagree	1	1	1		1					
<b>During the last 12 months, how many times have you . . . ?</b>										
<b>121. Taken part in a fight where a group of your friends fought another group</b>										
Never	89	88	90		89					
Once	6	7	5		6					
Twice	4	4	3		4					
3 – 4 times	1	1	1		1					
5 or more times	0	0	1		0					
<b>122. Hurt someone badly enough to need bandages or a doctor</b>										
Never	93	92	96		93					
Once	4	4	2		4					
Twice	2	2	1		2					
3 – 4 times	1	2	1		1					
5 or more times	0	0	0		0					
<b>123. Used a knife, gun, or other weapon to get something from a person</b>										
Never	99	99	98		99					
Once	1	0	2		1					
Twice	0	0	0		0					
3 – 4 times	0	1	0		0					
5 or more times	0	0	0		0					
<b>124. If you had an important concern about drugs, alcohol, sex, or some other serious issue, would you talk to your parent(s) about it?</b>										
Yes	37	36	38		37					
Probably	30	27	33		30					
I'm not sure	15	17	14		15					
Probably not	9	13	5		9					
No	8	6	10		8					
<b>125. How much of the time do your parents ask you where you are going or with whom you will be?</b>										
Never	5	5	4		5					
Seldom	3	6	1		3					
Some of the time	8	11	5		8					
Most of the time	28	38	20		28					
All of the time	56	39	70		56					
<b>Among the people you consider to be your closest friends, how many would you say . . . ?</b>										
<b>126. Drink alcohol once a week or more</b>										
None	94	95	93		94					
A few	4	3	4		4					
Some	1	1	1		1					
Most	1	1	1		1					
All	0	0	0		0					

## Survey Item Percentages by Gender and Grade (Cont'd)

Survey Items	Total Sample	Gender		Grade					
		M	F	6	7	8	9	10	11
<b>Among the people you consider to be your closest friends, how many would you say . . . ?</b> <b>127. Have used drugs such as marijuana or cocaine</b> None A few Some Most All	92 5 2 1 0	91 6 2 1 0	94 4 2 1 0	92 5 2 1 0					
<b>128. Do well in school</b> None A few Some Most All	2 3 11 50 34	3 4 15 54 25	2 3 7 47 41	2 3 11 50 34					
<b>129. Get into trouble at school</b> None A few Some Most All	44 34 16 4 1	30 40 23 5 1	56 29 10 3 1	44 34 16 4 1					
<b>How often do you feel afraid of . . . ?</b> <b>130. Walking around your neighborhood</b> Never Once in a while Sometimes Often Always	59 34 5 2 1	59 35 3 2 1	58 34 6 1 1	59 34 5 2 1					
<b>131. Getting hurt by someone at your school</b> Never Once in a while Sometimes Often Always	69 22 6 2 1	63 28 8 1 0	73 18 4 4 1	69 22 6 2 1					
<b>132. Getting hurt by someone in your home</b> Never Once in a while Sometimes Often Always	83 10 4 2 2	85 10 2 3 1	81 10 4 2 2	83 10 4 2 2					
<b>133. On the average, how many evenings per week do you go out to activities at a school, youth group, congregation, or other organization?</b> 0 1 2 3 4 5 6 7	32 19 15 10 15 3 6 0	27 19 16 12 18 3 4 0	35 19 14 8 11 4 8 0	32 19 15 10 15 3 6 0					

## Survey Item Percentages by Gender and Grade (Cont'd)

Survey Items	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
<b>134. On the average, how many evenings per week do you go out just to be with your friends without anything special to do?</b> 0 1 2 3 4 5 6 7	36 27 17 9 5 3 4 0	31 29 17 10 8 0 6 0	40 26 17 8 1 6 2 0	36 27 17 9 5 3 4 0						
<b>135. Imagine that someone at your school hit you or pushed you for no reason. What would you do? Mark one answer.</b> I'd hit or push them right back. I'd try to hurt them worse than they hurt me. I'd try to talk to this person and work out our differences. I'd talk to a teacher or other adult. I'd just ignore it and do nothing.	25 5 22 30 18	35 7 23 19 16	16 3 22 40 19	25 5 22 30 18						
<b>136. Students help decide what goes on in my school</b> Strongly agree Agree Not sure Disagree Strongly disagree	22 39 28 8 3	21 35 31 10 4	24 43 25 7 2	22 39 28 8 3						
<b>137. I don't care how I do in school</b> Strongly agree Agree Not sure Disagree Strongly disagree	1 2 6 24 68	2 2 6 27 63	0 1 5 21 72	1 2 6 24 68						
<b>138. I have lots of good conversations with my parents</b> Strongly agree Agree Not sure Disagree Strongly disagree	30 42 24 3 2	27 45 23 4 1	32 39 24 2 3	30 42 24 3 2						
<b>139. If I break a rule at school, I'm sure to get in trouble</b> Strongly agree Agree Not sure Disagree Strongly disagree	29 47 20 2 2	34 45 15 3 4	24 48 24 2 2	29 47 20 2 2						
<b>140. My parents spend a lot of time helping other people</b> Strongly agree Agree Not sure Disagree Strongly disagree	22 40 33 4 1	24 39 31 5 1	21 41 35 2 1	22 40 33 4 1						
<b>141. I have little control over the things that will happen in my life</b> Strongly agree Agree Not sure Disagree Strongly disagree	5 12 24 32 26	6 19 19 33 23	3 7 29 32 29	5 12 24 32 26						

## Survey Item Percentages by Gender and Grade (Cont'd)

Survey Items	Total Sample	Gender		Grade							
		M	F	6	7	8	9	10	11	12	
During the last 12 months, how many times have you . . . ? 142. Carried a knife or gun to protect yourself											
Never	93	90	95		93						
Once	3	4	3		3						
Twice	1	2	1		1						
3 – 4 times	1	1	1		1						
5 or more times	2	4	1		2						
143. Threatened to physically hurt someone											
Never	87	87	87		87						
Once	7	7	7		7						
Twice	4	4	3		4						
3 – 4 times	1	1	1		1						
5 or more times	2	1	1		2						
144. Gambled (for example, bought lottery tickets or tabs, bet money on sports teams or card games, etc.)											
Never	86	79	93		86						
Once	7	11	3		7						
Twice	4	7	1		4						
3 – 4 times	2	3	1		2						
5 or more times	1	0	1		1						
How many adults have you known for two or more years who . . . ? (don't count your parents or relatives) 145. Give you lots of encouragement whenever they see you											
0	5	5	4		5						
1	8	6	9		8						
2	12	11	13		12						
3 – 4	25	25	26		25						
5 or more	50	53	48		50						
146. You look forward to spending time with											
0	6	6	4		6						
1	10	9	10		10						
2	21	26	18		21						
3 – 4	26	19	31		26						
5 or more	38	40	36		38						
147. Spend a lot of time helping other people											
0	6	7	5		6						
1	14	17	12		14						
2	19	17	21		19						
3 – 4	31	32	30		31						
5 or more	30	28	32		30						
148. Do things that are wrong or dangerous											
0	85	88	82		85						
1	11	9	13		11						
2	0	0	1		0						
3 – 4	2	3	1		2						
5 or more	2	1	2		2						
149. Talk with you at least once a month											
0	7	8	6		7						
1	12	10	14		12						
2	18	18	17		18						
3 – 4	22	21	23		22						
5 or more	42	43	40		42						

## Survey Item Percentages by Gender and Grade (Cont'd)

Survey Items	Total Sample	Gender		Grade						
		M	F	6	7	8	9	10	11	12
<b>On an average school day, how many hours do you spend . . . ?</b>										
<b>150. Watching TV or videos</b>										
None	18	15	20	18						
Less than 1 hour	39	37	41	39						
1 hour	27	30	25	27						
2 hours	9	12	8	9						
3 hours	3	4	2	3						
4 or more hours	4	3	5	4						
<b>151. Using a computer, cell phone, or other device to email, play games, surf the web, Instant Message, or text with friends</b>										
None	6	8	5	6						
Less than 1 hour	32	29	34	32						
1 hour	28	30	28	28						
2 hours	16	22	12	16						
3 hours	6	5	7	6						
4 or more hours	11	6	15	11						
<b>152. At home with no adult there with you</b>										
None	21	23	18	21						
Less than 1 hour	41	39	44	41						
1 hour	17	14	20	17						
2 hours	14	15	13	14						
3 hours	4	6	2	4						
4 or more hours	3	3	3	3						
<b>153. Have you ever been physically harmed (that is where someone caused you to have a scar, black and blue marks, welts, bleeding, or a broken bone) by someone in your family or someone living with you?</b>										
Never	72	70	75	72						
Once	18	20	16	18						
2 – 3 times	5	6	4	5						
4 – 10 times	3	4	3	3						
More than 10 times	1	0	2	1						
<b>154. How many times in the last 2 years have you been the victim of physical violence where someone caused you physical pain or injury?</b>										
Never	70	61	78	70						
Once	15	22	9	15						
Twice	8	11	5	8						
3 times	3	4	2	3						
4 or more times	4	3	6	4						
<b>155. Where does your family now live?</b>										
On a farm	0	0	0	0						
In the country, not on a farm	0	0	1	0						
On an American Indian reservation	0	0	0	0						
In a small town (under 2,500 in population)	2	3	1	2						
In a town (2,500 to 9,999)	15	12	18	15						
In a small city (10,000 to 49,999)	6	6	5	6						
In a medium size city (50,000 to 250,000)	74	76	72	74						
In a large city (over 250,000)	3	3	4	3						

## Survey Item Percentages by Gender and Grade (Cont'd)

Survey Items	Total Sample	Gender		Grade							
		M	F	6	7	8	9	10	11	12	
<b>156. How many years have you lived in the city where you now live?</b>											
All my life	42	38	46		42						
10 years or more, but I've lived in at least one other place	13	17	10		13						
5 – 9 years	21	23	19		21						
3 – 4 years	12	13	11		12						
1 – 2 years	8	7	10		8						
Less than 1 year	3	3	4		3						
<b>157. How often do you binge eat (eat a lot of food in a short period of time) and then make yourself throw up or use laxatives to get rid of the food you have eaten?</b>											
Never	96	94	98		96						
Once in a while	4	6	1		4						
Sometimes	0	0	0		0						
Often	0	0	1		0						
<b>158. Have you ever gone several months where you cut down on how much you ate and lost so much weight or became so thin that other people became worried about you?</b>											
Yes	6	5	5		6						
No	94	95	95		94						
<b>159. What is the highest level of schooling your father (or stepfather or male foster parent/guardian) completed?</b>											
Completed grade school or less	1	1	1		1						
Some high school	2	2	2		2						
Completed high school	2	0	4		2						
Some college	3	0	6		3						
Completed college	22	22	22		22						
Graduate or professional school after college	64	69	60		64						
Don't know, or does not apply	6	6	6		6						
<b>160. What is the highest level of schooling your mother (or stepmother or female foster parent/guardian) completed?</b>											
Completed grade school or less	1	1	2		1						
Some high school	2	1	3		2						
Completed high school	2	2	2		2						
Some college	2	3	2		2						
Completed college	26	28	24		26						
Graduate or professional school after college	60	61	59		60						
Don't know, or does not apply	8	5	9		8						

## **Appendix B**

# **Survey Items and Related Developmental Assets, Deficits, Risk-Taking Behaviors, High-Risk Behavior Patterns, and Thriving Indicators**

### **EXTERNAL ASSETS**

#### **Support**

<u>Asset</u>	<u>Question #</u>	<u>Question</u>
1. Family support	40	I get along well with my parents.
	44	My parents give me help and support when I need it.
	48	My parents often tell me they love me.
2. Positive family communication	124	If you had an important concern about drugs, alcohol, sex, or some other serious issue, would you talk to your parent(s) about it?
	138	I have lots of good conversations with my parents.
	104	In an average week, how many times do all of the people in your family who live with you eat dinner together?
3. Other adult relationships		<i>How many adults have you known for two or more years who...</i>
	145	Give you lots of encouragement whenever they see you?
	146	You look forward to spending time with?
	149	Talk with you at least once a month?
4. Caring neighborhood	52	In my neighborhood, there are a lot of people who care about me.
5. Caring school climate	26	My teachers really care about me.
	28	I get a lot of encouragement at my school.
	50	Students in my school care about me.
6. Parent involvement in schooling		<i>How often does one of your parents...</i>
	21	Help you with your schoolwork?
	22	Talk to you about what you are doing in school?
	23	Ask you about homework?
	24	Go to meetings or events at your school?

#### **Empowerment**

<u>Asset</u>	<u>Question #</u>	<u>Question</u>
7. Community values youth	114	Adults in my town or city make me feel important.
	115	Adults in my town or city listen to what I have to say.
	117	Adults in my town or city don't care about people my age.
	118	In my town or city, I feel like I matter to people.
8. Youth as resources	49	In my family, I feel useful and important.
	116	I'm given lots of chances to help make my town or city a better place in which to live.
	136	Students help decide what goes on in my school.

## EXTERNAL ASSETS

### Empowerment (con't)

<u>Asset</u>	<u>Question #</u>	<u>Question</u>
9. Service to others	65	<i>During an average week, how many hours do you spend...</i> Helping other people without getting paid (such as helping out at a hospital, daycare center, food shelf, youth program, community service agency, or doing other things) to make your city a better place for people to live?
10. Safety	130	<i>How often do you feel afraid of...</i> Walking around your neighborhood?
	131	Getting hurt by someone at your school?
	132	Getting hurt by someone in your home?

### Boundaries and Expectations

<u>Asset</u>	<u>Question #</u>	<u>Question</u>
11. Family boundaries	43	If I break one of my parents' rules, I usually get punished.
	51	In my family, there are clear rules about what I can and cannot do.
	125	How much of the time do your parents ask you where you are going or with whom you will be?
12. School boundaries	46	In my school there are clear rules about what students can and cannot do.
	53	At my school, everyone knows that you'll get in trouble for using alcohol or other drugs.
	139	If I break a rule at school, I'm sure to get in trouble.
13. Neighborhood boundaries	54	If one of my neighbors saw me do something wrong, he or she would tell one of my parents.
14. Adult role models	140	My parents spend a lot of time helping other people.
	147	<i>How many adults have you known for two or more years who...</i> Spend a lot of time helping other people?
	148	Do things that are wrong or dangerous?
15. Positive peer influence	126	<i>Among the people you consider to be your closest friends, how many would you say...</i> Drink alcohol once a week or more?
	127	Have used drugs such as marijuana or cocaine?
	128	Do well in school?
	129	Get into trouble at school?
16. High expectations	29	Teachers at school push me to be the best I can be.
	30	My parents push me to be the best I can be.

### Constructive Use of Time

<u>Asset</u>	<u>Question #</u>	<u>Question</u>
17. Creative activities	67	<i>During an average week, how many hours do you spend...</i> Practicing or taking lessons in music, art, drama, or dance, after school or on weekends?

## **EXTERNAL ASSETS**

### **Constructive Use of Time (con't)**

<u>Asset</u>	<u>Question #</u>	<u>Question</u>
18. Youth programs	60	<i>During an average week, how many hours do you spend...</i> Playing on or helping with sports teams at school or in the community?
	61	In clubs or organizations (other than sports) at school (for example, school newspaper, student government, school plays, language clubs, hobby clubs, drama club, debate, etc.)?
	62	In clubs or organizations (other than sports) outside of school (such as 4-H, Scouts, Boys and Girls Clubs, YWCA, YMCA)?
	64	<i>During an average week, how many hours do you spend...</i> Going to programs, groups, or services at a church, synagogue, mosque, or other religious or spiritual place?
19. Religious community	64	
20. Time at home	134	On the average, how many evenings per week do you go out just to be with your friends without anything special to do?

## **INTERNAL ASSETS**

### **Commitment to Learning**

<u>Asset</u>	<u>Question #</u>	<u>Question</u>
21. Achievement motivation	25	At school I try as hard as I can to do my best work.
	27	It bothers me when I don't do something well.
	137	I don't care how I do in school.
22. School engagement	32	<i>How often do you...</i> Feel bored at school
	33	Come to classes without bringing paper or something to write with?
	34	Come to classes without your homework finished?
	35	Come to classes without your books?
23. Homework	19	On an average school day, about how much time do you spend doing homework outside of school?
24. Bonding to school	47	I care about the school I go to.
25. Reading for pleasure	63	<i>During an average week, how many hours do you spend...</i> Reading just for fun (not part of your school work)?

### **Positive Values**

<u>Asset</u>	<u>Question #</u>	<u>Question</u>
26. Caring	6	<i>How important is each of the following to you in your life?</i> Helping other people
	8	Helping to make the world a better place in which to live
	13	Giving time or money to make life better for other people
27. Equality and social justice	7	<i>How important is each of the following to you in your life?</i> Helping to reduce hunger and poverty in the world
	10	Helping to make sure that all people are treated fairly
	12	Speaking up for equality (everyone should have the same rights and opportunities)

## INTERNAL ASSETS

### Positive Values (con't)

<u>Asset</u>	<u>Question #</u>	<u>Question</u>
28. Integrity	14	<i>How important is each of the following to you in your life?</i> Doing what I believe is right even if my friends make fun of me
	15	Standing up for what I believe, even when it's unpopular to do so
29. Honesty	16	<i>How important is each of the following to you in your life?</i> Telling the truth, even when it's not easy
	17	<i>How important is each of the following to you in your life?</i> Accepting responsibility for my actions when I make a mistake or get in trouble
30. Responsibility	18	Doing my best even when I have to do a job I don't like
	37	It is against my values to drink alcohol while I am a teenager.
31. Restraint	45	It is against my values to have sex while I am a teenager.

### Social Competencies

<u>Asset</u>	<u>Question #</u>	<u>Question</u>
32. Planning and decision-making	70	<i>Think about the people who know you well. How do you think they would rate you on each of these?</i> Thinking through the possible good and bad results of different choices before I make decisions
	79	Being good at planning ahead
33. Interpersonal competence	69	<i>Think about the people who know you well. How do you think they would rate you on each of these?</i> Caring about other people's feelings
	75	Feeling really sad when one of my friends is unhappy
	76	Being good at making and keeping friends
34. Cultural competence	72	<i>Think about the people who know you well. How do you think they would rate you on each of these?</i> Respecting the values and beliefs of people who are of a different race or culture than I am
	77	Knowing a lot about people of other races
	78	Enjoying being with people who are of a different race than I am
35. Resistance skills	68	<i>Think about the people who know you well. How do you think they would rate you on each of these?</i> Knowing how to say "no" when someone wants me to do things I know are wrong or dangerous
	74	Staying away from people who might get me in trouble
36. Peaceful conflict	135	Imagine that someone at your school hit you or pushed you for no resolution reason. What would you do?

## INTERNAL ASSETS

### Positive Identity

<u>Asset</u>	<u>Question #</u>	<u>Question</u>
37. Personal power	119	When things don't go well for me, I am good at finding a way to make things better.
	141	I have little control over the things that will happen in my life.
38. Self-esteem	36	On the whole, I like myself.
	39	At times, I think I am no good at all.
	41	All in all, I am glad I am me.
	42	I feel I do not have much to be proud of.
39. Sense of purpose	113	Sometimes I feel like my life has no purpose.
40. Positive view of personal future	120	When I am an adult, I'm sure I will have a good life.

---

---

## DEFICITS

<u>Deficit</u>	<u>Question #</u>	<u>Question</u>
Alone at home	152	<i>On an average school day, how many hours do you spend... At home with no adult there with you?</i>
TV overexposure	150	<i>On an average school day, how many hours do you spend... Watching TV or videos?</i>
Physical abuse	153	Have you ever been physically harmed (that is, where someone caused you to have a scar, black and blue marks, welts, bleeding, or a broken bone) by someone in your family or someone living with you?
Victim of violence	154	How many times in the last 2 years have you been the victim of physical violence where someone caused you physical pain or injury?
Drinking parties	100	<i>During the last 12 months, how many times have you...? Been to a party where other kids your age were drinking</i>

---

---

## RISK-TAKING BEHAVIORS

<u>Risk-Taking Behavior</u>	<u>Question #</u>	<u>Question</u>
Alcohol	83	<i>On how many occasions (if any) have you had more than just a few sips of Alcoholic beverages (beer, wine, or hard liquor to drink...?</i>
	84	<i>During the last 30 days Think back over the last two weeks. How many times have you had five or more drinks in a row? (A "drink" is a glass of wine, a bottle or can of beer, a shot glass of liquor, or a mixed drink.)</i>

## **RISK-TAKING BEHAVIORS (con't)**

<u>Risk-Taking Behavior</u>	<u>Question #</u>	<u>Question</u>
Tobacco	86	How frequently have you smoked cigarettes during the last 30 days?
	109	<i>How many times, if any, in the last 12 months have you used...?</i> Chewing tobacco or snuff
Inhalants	103	How many times during the last 30 days, if any, have you sniffed glue, breathed the contents of aerosol spray cans or inhaled other fumes in order to get high?
Marijuana	89	<i>On how many occasions (if any) have you used marijuana...?</i> during the last 12 months?
Other drug use	110	<i>How many times, if any, in the last 12 months have you used...?</i> Heroin (smack, horse, skag) or other narcotics (like opium or morphine)
	111	LSD ("acid")
	112	Amphetamines (for example, methamphetamine, crystal meth, uppers, speed, bennies, dexies) without your own doctor's prescription
Driving and alcohol	101	<i>During the last 12 months, how many times have you...?</i> Driven a car after you had been drinking
	102	Ridden in a car whose driver had been drinking
Sexual intercourse	107	Have you ever had sexual intercourse ("gone all the way," "made love")?
Anti-social behavior	56	<i>During the last 12 months, how many times have you...?</i> Stolen something from a store
	57	Gotten into trouble with the police
	59	Damaged property just for fun (such as breaking windows, scratching a car, putting paint on walls, etc.)
Violence	58	<i>During the last 12 months, how many times have you...?</i> Hit or beat up someone
	121	Taken part in a fight where a group of your friends fought another group
	122	Hurt someone badly enough to need bandages or a doctor
	123	Used a knife, gun or other weapon to get something from a person
	142	Carried a knife or gun to protect yourself
	143	Threatened to physically hurt someone
School truancy	31	During the last four weeks, how many days of school have you missed because you skipped or "ditched"?
Gambling	144	<i>During the last 12 months, how many times have you...?</i> Gambled (for example, bought lottery tickets or tabs, bet money on sports teams or card games, etc.)
Eating disorder	157	How often do you binge eat (eat a lot of food in a short period of time) and then make yourself throw up or use laxatives to get rid of the food you have eaten?
	158	Have you ever gone several months where you cut down on how much you ate and lost so much weight or became so thin that other people became worried about you?
Depression	105	How often did you feel sad or depressed during the last month?
Attempted suicide	106	Have you ever tried to kill yourself?

## **HIGH-RISK BEHAVIOR PATTERNS**

<u>High Risk Pattern</u>	<u>Question #</u>	<u>Question</u>
Alcohol		<i>On how many occasions (if any) have you had more than just a few sips of alcoholic beverages (beer, wine, or hard liquor) to drink...?</i>
	83	During the last 30 days
	84	Think back over the last two weeks. How many times have you had five or more drinks in a row? (A "drink" is a glass of wine, a bottle or can of beer, a shot glass of liquor, or a mixed drink.)
Tobacco	87	During the last two weeks, about how many cigarettes have you smoked? <i>How many times, if any, in the last 12 months have you used...?</i>
	109	Chewing tobacco or snuff
Illicit drugs		<i>On how many occasions (if any) have you used marijuana...?</i>
	89	During the last 12 months
		<i>How many times, if any, in the last 12 months have you used...?</i>
	110	Heroin (smack, horse, skag) or other narcotics (like opium or morphine)
	111	LSD ("acid")?
	112	Amphetamines (for example, methamphetamine, crystal meth, uppers, speed, bennies, dexies) without your own doctor's prescription
Sexual intercourse	107	Have you ever had sexual intercourse ("gone all the way," "made love")?
Depression/suicide	105	How often did you feel sad or depressed during the last month?
	106	Have you ever tried to kill yourself?
Anti-social behavior		<i>During the last 12 months, how many times have you...?</i>
	56	Stolen something from a store
	57	Gotten into trouble with the police
	59	Damaged property just for fun (such as breaking windows, scratching a car, putting paint on walls, etc.)
Violence		<i>During the last 12 months, how many times have you...?</i>
	58	Hit or beat up someone
	121	Taken part in a fight where a group of your friends fought another group
	122	Hurt someone badly enough to need bandages or a doctor
	123	Used a knife, gun or other weapon to get something from a person
	142	Carried a knife or gun to protect yourself
	143	Threatened to physically hurt someone
School problems	20	What grades do you earn in school?
	31	During the last four weeks, how many days of school have you missed because you skipped or "ditched"?
Driving and alcohol		<i>During the last 12 months, how many times have you...?</i>
	101	Driven a car after you had been drinking
	102	Ridden in a car whose driver had been drinking
Gambling		<i>During the last 12 months, how many times have you...?</i>
	144	Gambled (for example, bought lottery tickets or tabs, bet money on sports teams or card games, etc.)

## THRIVING INDICATORS

<u>Thriving Indicator</u>	<u>Question #</u>	<u>Question</u>
Succeeds in school	20	What grades do you earn in school?
Helps others	66	<i>During an average week, how many hours do you spend...?</i> Helping friends or neighbors
Values diversity	11	<i>How important is each of the following to you in your life?</i> Getting to know people who are of a different race than I am
Maintains good health	80	<i>Think about the people who know you well. How do you think they would rate you on each of these?</i> Taking good care of my body (such as eating foods that are good for me, exercising regularly, and eating three good meals a day)
Exhibits leadership	55	<i>During the last 12 months, how many times have you...</i> Been a leader in a group or organization?
Resists danger	38	I like to do exciting things even if they are dangerous.
Delays gratification	71	<i>Think about the people who know you well. How do you think they would rate you on each of these?</i> Saving my money for something special rather than spending it all right away
Overcomes adversity	73	<i>Think about the people who know you well. How do you think they would rate you on each of these?</i> Giving up when things get hard for me

## **Appendix C**

# **Bibliography of Theory and Research Supporting Search Institute’s Developmental Assets Framework**

\* Indicates peer-reviewed journal

- \*Benson, P. L. (1998). Mobilizing communities to promote Developmental Assets: A promising strategy for the prevention of high-risk behaviors. *Family Science Review*, 11(3): 220–238.
- Benson, P. L. (2001). Developmental Assets. In J. V. Lerner & R. M. Lerner (Eds.), *Adolescence in America: An encyclopedia* (Vol. 1, pp. 208–217). Santa Barbara, CA: ABC-CLIO.
- \*Benson, P. L. (2002). Adolescent development in social and community context: A program of research. In R. M. Lerner, C. S. Taylor, & A. von Eye (Eds.) *New directions for youth development: Pathways to positive development among diverse youth*, 95, 123–147.
- Benson, P. L. (2003). Developmental assets and asset-building community: Conceptual and empirical foundations. In R. M. Lerner & P. L. Benson, *Developmental assets and asset-building communities: Implications for research, policy, and practice* (pp. 19–43). New York: Kluwer Academic/Plenum Publishers.
- Benson, P. L. (2003). Toward asset-building communities: How does change occur? In R. M. Lerner & P. L. Benson (Eds.), *Developmental assets and asset-building communities: Implications for research, policy, and practice* (pp. 213–221). New York: Kluwer Academic/Plenum.
- Benson, P. L. (2006). *All kids are our kids: What communities must do to raise caring and responsible children and adolescents* (2nd ed.). San Francisco: Jossey-Bass.
- Benson, P. L. (2007). Developmental Assets: An overview of theory, research, and practice. In R.K. Silbereisen & R. M. Lerner, *Approaches to positive youth development* (pp. 33–58). Thousand Oaks, CA: Sage Publications.
- \*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(3), 138–159.
- Benson, P. L., Mannes, M., Pittman, K., & Ferber, T. (2004). Youth development, developmental assets and public policy. In R. M. Lerner, & L. Steinberg (Eds.), *Handbook of adolescent psychology* (2nd ed., pp. 781–814). New York: John Wiley.
- Benson, P. L., Roehlkepartain, E. C., & Sesma, A. Jr. (2004). Tapping the power of community: The potential of asset building to strengthen substance abuse prevention efforts. *Search Institute Insights & Evidence*, 2(1). Retrieved November 25, 2008, from <http://www.search-institute.org/system/files/Insights-ATOD-03-04.pdf>
- Benson, P. L., & Scales, P. C. (2005). Developmental Assets. In R. Lerner, & C. Fisher, *Applied Developmental Science Encyclopedia* (pp. 340–343). Thousand Oaks, CA: Sage Publications.
- Benson, P. L., & Scales, P. C. (2009). The definition and preliminary measurement of thriving in adolescence. *Journal of Positive Psychology* 4, (1), 85-104.

- Benson, P. L., Scales, P. C., Hamilton, S. F., & Sesma, A., Jr. (2006). Positive youth development: Theory, research, and applications. In W. Damon & R. M. Lerner (Eds.), *Handbook of child psychology* (6th ed., pp. 894–941). New York: John Wiley.
- Benson, P. L., Scales, P. C., Hamilton, S. F., & Sesma, A. Jr. (with Hong, K. L., & Roehlkepartain, E. C.). (2006, November). Positive youth development so far: Core hypotheses and their implications for policy and practice. *Search Institute Insights & Evidence*, 3(1), 1–13. Retrieved November 25, 2008, from <http://www.search-institute.org/system/files/InsightsEvidence-11-06.pdf>
- 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: Promoting positive child, adolescent, and family development through research, policies and programs: Vol. 1, Applying developmental science for youth and families: Historical and theoretical foundations* (pp. 369–406). Thousand Oaks, CA: Sage Publications.
- Benson, P. L., Scales, P. C., & Mannes, M. (2005). Developmentally-attentive communities. In R. Lerner & C. Fisher, *Applied Developmental Science Encyclopedia* (pp. 357–360). Thousand Oaks, CA: Sage Publications.
- \*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(4), 209–230.
- Mannes, M., & Benson, P. L. (2005). Public policy and youth development. In R. Lerner & C. Fisher, *Applied Developmental Science Encyclopedia* (pp. 901–904). Thousand Oaks, CA: Sage Publications.
- Mannes, M., Benson, P. L., Kretzmann, J., & Norris, T. (2003). The American tradition of community development: Implications for guiding community engagement in youth development. In R. M. Lerner, F. Jacobs, & D. Wertlieb (Eds.), *Handbook of applied developmental science: Promoting positive child, adolescent, and family development through research, policies and programs: Vol. 1, Applying developmental science for youth and families: Historical and theoretical foundations* (pp. 469–499). Thousand Oaks, California: Sage Publications.
- Mannes, M., Benson, P. L., Scales, P. C., Sesma, A., Jr., & Rauhouse, J. (in press). Positive youth development: Theory, research, and application to sexual violence prevention. In K. Kaufman, *Preventing sexual violence and exploitation: A sourcebook*. Oklahoma City, OK: Wood & Barnes Publishers.
- \*Mannes, M., Roehlkepartain, E. C., & Benson, P. L. (2005). Unleashing the power of community to strengthen the well-being of children, youth and families: An asset-building approach. *Child Welfare*, 87(2), 233–250.
- Roehlkepartain, E. C. (2005). Asset mapping. In C. B. Fisher & R. M. Lerner (Eds.) *Encyclopedia of applied developmental science, Vol. 1.* (pp. 119–122). Thousand Oaks, CA: Sage Publications.
- Roehlkepartain, E. C. (2007). Building bridges for the sake of youth: Community- and faith-based youth workers have much to learn from each other. *SearchInstitute Insights & Evidence*, 4(2), 1–11. Retrieved November 25, 2008, from <http://www.search-institute.org/system/files/IE-11-20-07.pdf>

- Roehlkepartain, E. C., Hong, K. L., & Scales, P. C. (2005). Boosting student achievement by building developmental assets: New research strengthens the case. *Minnesota School Board Association Journal*, 58(2), 16–18.
- \*Scales, P. C. (1996). A responsive ecology for positive young adolescent development. *The Clearinghouse: A Journal of Educational Research, Controversy, and Practice*, 69(4), 226–230.
- \*Scales, P. C. (1997). The role of family support programs in building developmental assets among young adolescents: A national survey of services and staff training needs. *Child Welfare*, 76(5), 611–635.
- Scales, P. C. (1998, December). Asset building and risk reduction: Complementary strategies for youth development. *Pregnancy Prevention for Youth: An Interdisciplinary Newsletter*, 1(2).
- Scales, P. C. (1999). Care and challenge: The sources of student success. *Middle Ground—The Magazine of Middle Level Education*, 3(2), 21–23.
- \*Scales, P. C. (1999). Developmental assets: Response to Price and Drake. Asset building: Rhetoric versus reality—a cautionary note. *Journal of School Health*, 69(6), 217–218.
- \*Scales, P. C. (1999). Reducing risks and building developmental assets: Essential actions for promoting adolescent health. *Journal of School Health*, 69(3), 113–119.
- \*Scales, P. C. (2000). Building students' developmental assets to promote health and school success. *The Clearinghouse: A Journal of Educational Strategies, Issues, and Ideas*, 74(2), 84–88.
- Scales, P. C., & Benson, P. L. (2006, December). Toward quality and equality: Fulfilling our promises to America's children and youth. *Search Institute Insights & Evidence*, 3(2), 1–10. Retrieved November 25, 2008, from <http://www.search-institute.org/system/files/IE-Oct-07.pdf>
- \*Scales, P. C., Benson, P. L., Leffert, N., & Blyth, D. A. (2000). The contribution of developmental assets to the prediction of thriving among adolescents. *Applied Developmental Science*, 4, 27–46.
- \*Scales, P. C., Benson, P. L., Moore, K. A., Lippman, L., Brown, B., & Zaff, J.F. (2008). Promoting equal developmental opportunity and outcomes among America's children and youth: Results from the National Promises Study. *Journal of Primary Prevention*, 29 (2), 104–111.
- \*Scales, P. C., Benson, P. L., Roehlkepartain, E. C., Sesma, A., Jr., & van Dulmen, M. (2006). The role of developmental assets in predicting academic achievement: A longitudinal study. *Journal of Adolescence*, 29(5), 691–708.
- \*Scales, P. C., Blyth, D. A., Berkas, T. H., & Kielsmeier, J. C. (2000). The effects of service-learning on middle school students' social responsibility and academic success. *Journal of Early Adolescence*, 20(3), 332–359.
- \*Scales, P. C., Foster, K., Mannes, M., Horst, M., Pinto, K., & Rutherford, A. (2005). School-business partnerships, developmental assets, and positive outcomes among urban high school students: A mixed-methods study. *Urban Education*, 40(2), 144–189.
- Scales, P. C., & Leffert, N. (2004). *Developmental assets: A synthesis of the scientific research on adolescent development* (2nd ed.). Minneapolis, MN: Search Institute.

- \*Scales, P. C., Leffert, N., & Vraa, R. (2003). The relation of community developmental attentiveness to adolescent health. *American Journal of Health Behavior*, 27(Supplement 1), S22–S34.
- Scales, P. C., & Roehlkepartain, E. C. (2003). Boosting student achievement: New research on the power of Developmental Assets. *Search Institute Insights & Evidence*, 1(1), 1–10. Retrieved November 25, 2008, from <http://www.search-institute.org/system/files/IE-10-03-Achievement.pdf>
- Scales, P. C., & Roehlkepartain, E. C. (2004). Service to others: A gateway asset for school success and healthy development. In National Youth Leadership Council, *Growing to greatness: The State of Service-Learning Project* (pp. 26–32). St. Paul, MN: National Youth Leadership Council.
- \*Scales, P. C., Roehlkepartain, E. C., Neal, M., Kielsmeier, J. C., & Benson, P. L. (2006). Reducing academic achievement gaps: The role of community service and service-learning. *Journal of Experiential Education*, 29(1), 38–60.
- Scales, P. C., & Sesma, A., Jr. (2003, August). Developmental Assets reduce the driving plus alcohol mix. *Health in Action*. Kent, Ohio: American School Health Association.
- Scales, P. C., Sesma, A., Jr., & Bolstrom, B. (2003). *Coming into their own: How Developmental Assets promote positive growth in middle childhood*. Minneapolis MN: Search Institute.
- Sesma, A., Jr., Mannes, M., & Scales, P. C. (2006). Positive adaptation, resilience, and the Developmental Asset framework. In S. Goldstein & R. B. Brooks (Eds.), *Handbook of resilience in children* (pp. 281–296). New York: Kluwer Academic/Plenum.
- Sesma, A. Jr., & Roehlkepartain, E. C. (2003). Unique strengths, shared strengths: Developmental Assets among youth of color. *Search Institute Insights & Evidence*, 1(2), 1–13. Retrieved November 25, 2008, from <http://www.search-institute.org/system/files/InsightsEvidence-11-03.pdf>
- Starkman, N., Scales, P. C., & Roberts, C. (2006). *Great places to learn: Creating asset-building schools that help students succeed* (2nd ed.). Minneapolis: Search Institute.

## **Appendix D**

# **Search Institute Resources**

### **Resources for Schools, Communities, and Youth Organizations**

**Coming into Their Own: How Developmental Assets Promote Positive Growth in Middle Childhood** by Peter C. Scales, Ph.D., Arturo Sesma, Jr., Ph.D., and Brent Bolstrom (2003)

This book provides the latest research findings from studies on the development of children in grades four through six. This guide helps parents and other adults understand what programs, policies, and practices are most effective in raising healthy kids during the critical middle childhood years.

#### **Developmental Assets Profile (DAP)**

The DAP survey is designed for youth in grades six through 12. It measures the eight Developmental Assets categories in a convenient format that can be scored by the survey administrator across five interpersonal areas to better understand how young people fare personally and socially within the family, school, and community. This survey can be given in two formats: on paper and online.

**Developmental Assets: A Synthesis of the Scientific Research on Adolescent Development** by Peter C. Scales, Ph.D. and Nancy Leffert, Ph.D. (2004)

Examines more than 800 scientific articles and reports on adolescent development that are linked to each Developmental Asset. This book is an invaluable reference that demonstrates the strong scientific foundation undergirding the asset framework and reveals what is known about how assets are built and their impact on various youth populations.

**The Best of Building Assets Together: Favorite Group Activities That Help Youth Succeed** by Jolene Roehlkepartain (2007; includes CD)

Presents 150+ “best of the best” activities for groups of young people ages 12 to 18. Games and projects energize, inspire, and allow participants to explore family communication, school climate, peer relationships, service-learning, self-esteem, leadership, diversity, and community involvement. Includes tips from educators and youth providers and a CD with over 50 reproducible handouts in English and Spanish.

**Great Places to Learn: How Asset-Building Schools Help Students Succeed** by Neal Starkman, Ph.D., Peter C. Scales, Ph.D., and Clay Roberts, M.S. (2006)

Rooted in many years of research about the effectiveness of assets, this foundational book for educators shines as a powerful, positive guide to infusing assets into any school community.

**Ideas That Cook: Activities for Asset Builders in School Communities** by Neal Starkman, Ph.D. (2001)

This asset-building guide offers awareness-raising exercises, activities that can be tailored to the needs of the entire school or small group, and ideas for celebration and recognition. Each activity includes a focus on learning, mentoring, and service-related opportunities.

**Speaking of Developmental Assets: Presentation Resources and Strategies** by Neal Starkman, Ph.D. and Clay Roberts, M.S. (2001; kit with 3-ring binder)

This speaker’s kit includes everything you need to present the asset framework to your organization or community. It includes scripts and outlines, transparencies, reproducible handouts, a downloadable PowerPoint® presentation, stories from asset-building communities around the country, and answers to frequently asked questions. Includes selected handouts in Spanish.

## **Trainings for Schools, Communities, and Youth Organizations**

**What's Up with Our Kids?**—A national Search Institute trainer formally presents your survey results and helps build a shared understanding of young people's strengths and needs. Contact Search Institute Training and Speaking for more information at 1-800-294-4322.

**Building Developmental Assets in School Communities**—A strong introductory workshop to inspire and motivate everyone in your school community! This training makes the connection between assets and student success, and demonstrates how everyone can play a positive role in helping youth thrive. Also available as a Training of Trainers.

**Change of Heart: Creating a More Caring School Climate**—School staff join a peer-selected student group to help improve the learning environment of your school and make a positive impact on student achievement.

**Leading with Assets!**—Motivate your youth with this energizing workshop that will inspire young people to make long-lasting, positive change.

**Essentials of Asset Building (Training of Trainers)**—Learn to deliver two core workshops, **Everyone's An Asset Builder** and **Sharing the Asset Message**. Use local expertise to spread the good word about the power of Developmental Assets.

## **Resources for Parents**

**MVParents.com**—Visit [mvparents.com](http://mvparents.com) for a wealth of free parenting resources by Search Institute, including "Everyday Parenting" and "Parenting Matters" newsletters that address various parenting challenges. Also includes many other useful tools for parents.

**Sparks: How Parents Can Ignite the Hidden Strengths of Teenagers** by Peter L. Benson, Ph.D. (2008)—Describes a simple yet powerful plan for awakening the "spark" that lives within every young person. Sparks—when recognized and nurtured—give teenagers joy, energy, and direction. They can transform a young person's life from survival mode to thriving mode. Grounded in new research conducted with thousands of teenagers and parents, **Sparks** offers a step-by-step approach to helping all teenagers discover their unique gifts.

**150 Ways to Show Kids You Care** (2005; book & mini-poster)—Discover 150 great ideas to make kids feel special every day. Even the simplest acts of kindness can build assets in the lives of children and teens. You'll find plenty of ideas on the mini-poster and in the 84-page book by the same name. Poster and book offer adults easy, meaningful ideas to show kids they really care. Bilingual formats.

**Ideas for Parents** (2005; CD)—Provide parents in your community or organization with asset-based weekly newsletters on ways to help children grow into responsible, successful adults with this set of 50 templates. **Ideas for Parents** includes activities, discussion items, practical suggestions, and current Search Institute research, as well as a list of additional parent resources.

**Parenting at the Speed of Teens** (2004)—A portable guide to positive, commonsense strategies for dealing with both the everyday issues of parenting teenagers—junk food, the Internet, stress, friendships—as well as the serious ones—depression, divorce, racism, and substance abuse. Illustrates how the "little things" such as talking one-on-one, setting boundaries, offering guidance, and modeling positive behavior—can make a big difference in helping a teenager be successful.

**For a catalog of additional resources, call Search Institute at 1-800-888-7828, or view our online catalog at [www.searchinstitutestore.org](http://www.searchinstitutestore.org).**

## **Appendix E**

# **Frequently Asked Questions**

### **What is the history behind the *Profiles of Student Life: Attitudes and Behaviors* survey?**

Search Institute's *Profiles of Student Life: Attitudes and Behaviors* (A&B) survey was created in 1989 and measured 30 Developmental Assets at the time. In 1996, the asset framework was expanded to 40 Developmental Assets. This was done on the basis of Search Institute's analysis of its own aggregate data from the more than 250,000 students who took the original 30-asset survey during the period 1989–1994, as well as additional syntheses of child and adolescent research and conversations with researchers and practitioners. The A&B was revised in 2008 to collect "Four Core Measures" data required for COMET reporting by Drug Free Communities grantees, as well as to update obsolete and outdated language, and add more timely questions for young adults.

### **We are a Drug Free Communities grantee new to the Developmental Assets. How does the Developmental Assets framework relate to our prevention efforts?**

Research on the Developmental Assets has shown that strong, measurable links exist between youth assets, thriving, and risk behaviors. Youth who report higher levels of Developmental Assets generally report fewer risk behaviors than peers who report fewer assets. Implementing the Developmental Asset framework can add value to your prevention efforts by offering tested, research-based results and a flexible foundation for the work you're already doing.

### **Where can I find comparable national data on alcohol and drug use?**

While Search Institute does not archive national aggregate data on risk behaviors related to alcohol and drug use, national data is available online at the Substance Abuse and Mental Health Services Administration (SAMHSA), Office of Applied Studies (OAS) web site, <http://www.oas.samhsa.gov/>.

### **Now that we've received our survey data, how can we best utilize it?**

It can be difficult to come up with an action plan after you've received your survey results. After wading through 80 pages of data on your youth, the obvious question is "Where do I start?" Search Institute Training and Speaking offers the professional presentation "What's Up with Our Kids?" to assist you in analyzing and disseminating your A&B survey data, as well as discussing the implications for asset building in your community. Find out more about Search Institute Training and Speaking at [www.search-institute.org/training-speaking](http://www.search-institute.org/training-speaking). For additional links to excellent resources for utilizing your survey data, visit [www.search-institute.org/content/ive-done-survey](http://www.search-institute.org/content/ive-done-survey).

### **Can we look at individual students' experiences of Developmental Assets?**

The A&B survey was designed to provide aggregate-level data for individual communities. It was not designed as an individual student assessment instrument or as a program evaluation tool. Search Institute does offer a survey to assess the strengths of individual students and small groups with its *Developmental*

*Assets Profile (DAP)* survey. The *DAP* is a short, self-scored survey designed to yield individual data on the eight Developmental Asset categories. For more information, please visit our Web site at [www.search-institute.org/content/developmental-assets-profile](http://www.search-institute.org/content/developmental-assets-profile).

