

Using Developmental Asset Data for Effective Prevention

Understanding What Drives Young People's
Choices and Data-based Strategies for
Targeting Prevention and Intervention Efforts

The Prevention Problem

So many issues to tackle

Alcohol and drug use

Teen Pregnancy

Violence and Bullying

School Dropout

Criminal Behavior

Many different funders with different methods and priorities.

Going Deeper

- All of these issues share similar risk and protective factors
- Not all students are the same.
- Their unique backgrounds, experiences and values shape how they receive traditional prevention.
- Brain development is a key point in understanding and predicting student behavior.

Brain Development

- **Brainstem** is at the base of the skull and it controls most basic life activities, including blood pressure and body temperature.
- **Midbrain** is at the top of the brainstem and it controls motor activity, appetite and sleep.
- **Cerebellum** is behind the brainstem and it coordinates movement and balance.
- **Limbic system** is in the central part of the brain and it controls emotions, attachment and memory.
- **Pre-Frontal Cortex** is the front third and part of the "executive branch" of the brain that regulates decision-making, consequential thinking, and reasoning.

Wired For Risk

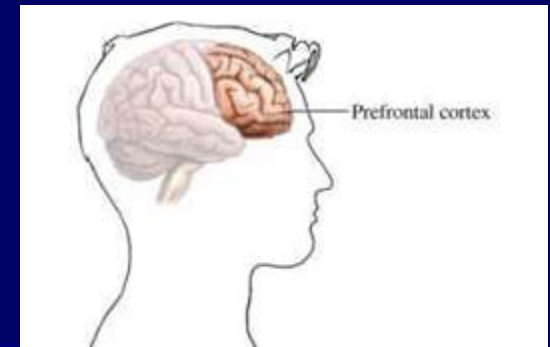
Experts say that even at ages 16 and 17, when compared to adults, adolescents on average are more:

- impulsive.
- aggressive.
- emotionally volatile.
- likely to take risks.
- reactive to stress.
- vulnerable to peer pressure.
- prone to focus on and overestimate short-term payoffs and underplay longer-term consequences of what they do.
- likely to overlook alternative courses of action.

A teenager's brain
“has a well-developed
accelerator but only a
partly developed
brake.”

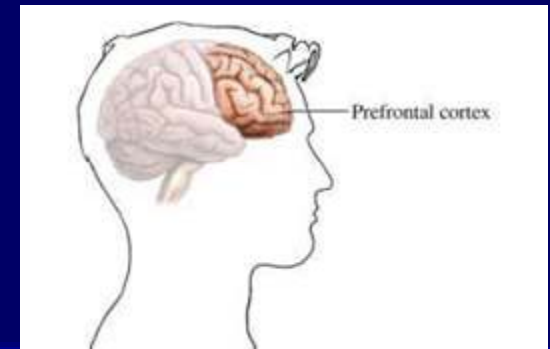
–Dr. Laurence Steinberg

Pre-Frontal Cortex



- Regulates emotional stability
- Enables goal-setting with sequential planning (steps in a process)
- Mediating between conflicting thoughts.
- Predicting likely outcomes of behavior or choices (consequential thinking).
- Suppressing impulses (sexual, appetite, emotional)

Brain Development



- The pre-frontal cortex begins developing around age 10, but begins a “pruning process” around 11 years.
- New and challenging experiences stimulate neural pathway growth.
- Connections that are not used are eliminated.
- Myelin is a fatty brain chemical that helps make fast and efficient connections.
- The prefrontal cortex is the last area of the adolescent brain to complete myelination.

Pre-Frontal Cortex Damage

- Susceptible to pruning through sedentary lifestyle, lack of challenges or opportunities for moral development, poor role models.
- Can be damaged due to physical abuse, neglect, isolation, emotional trauma, substance abuse or chronic under-stimulation.

Type A and Type B

There are basically two types of kids who get into trouble:

- **Experimenting** (Peer Influenced, Risk Takers, Curiosity) – Moderate risk for addiction and behavior problems
- **Self-medicating** – Extremely High Risk for addiction and behavior problems.

Social Capital Erosion

- Human development is dependent upon nurturing and supportive relationships with others.
- We are experiencing an unprecedented era of social isolation for families and young people.
- The greater the isolation, the slower the brain development, the greater likelihood for developing 'Type B' adolescents.

An Evidence Based Model

The 40 Developmental Assets

- The 40 assets came from an extensive amount of research including 2,000,000 students throughout North America by the Search Institute in Minneapolis.
- There are 20 *External* and 20 *Internal* assets
- Assets directly correlate with self-image, grades, alcohol and drug use, violence, teen pregnancy, eating disorders, positive communication, family stability and community involvement.

The 40 Developmental Assets

- It's a working *comprehensive* model that ties together family, peers, community, academics, hobbies and interests, spirituality, and personal values.
- Research suggests that every adolescent should have at least **30** assets to ensure success.
- The average teenager has only about **19** assets.

The DAP Survey

- Developed by Search Institute.
- Available at www.search-institute.com/survey-services
- 58 items, 2 pages
- Appropriate for sixth grade and higher
- Useful for profiles of large groups or individuals.
- Can be self-scored or Search will provide comprehensive report for a fee.

Measures Eight Areas

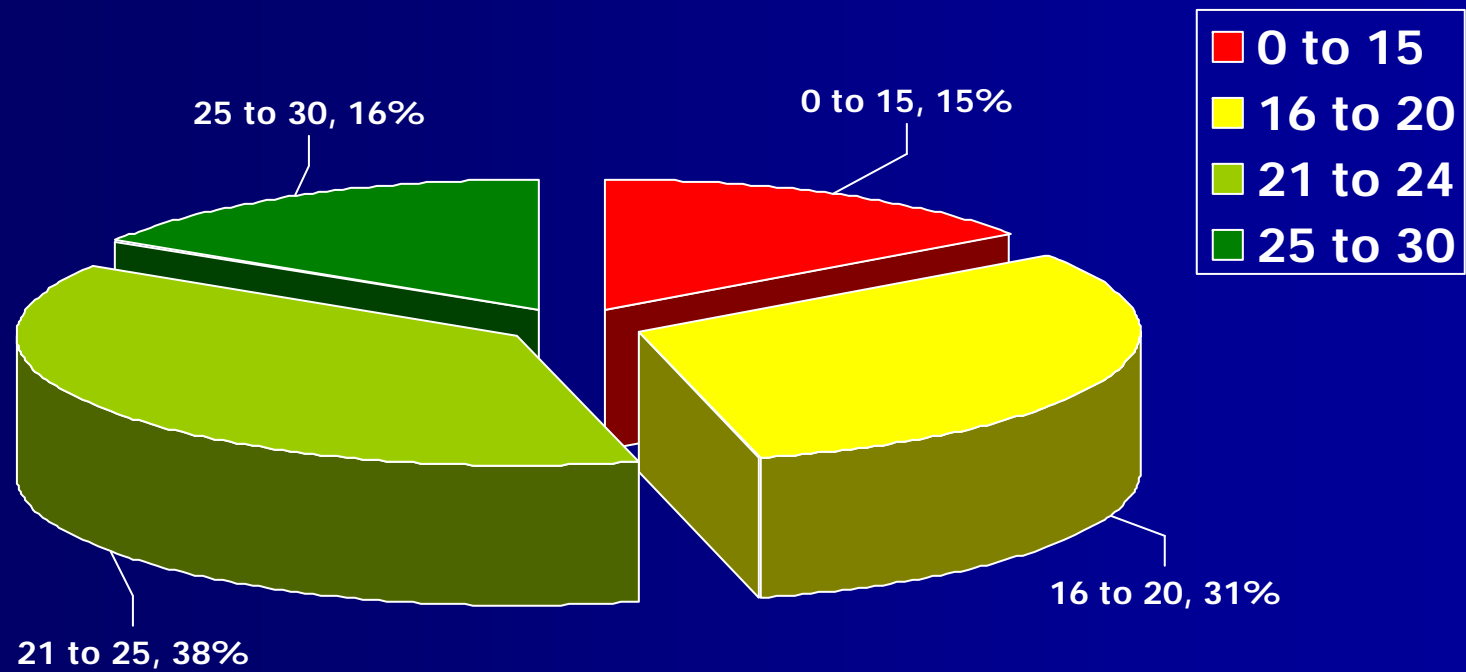
EXTERNAL ASSETS

- Support
- Empowerment
- Boundaries and Expectations
- Constructive Use of Time

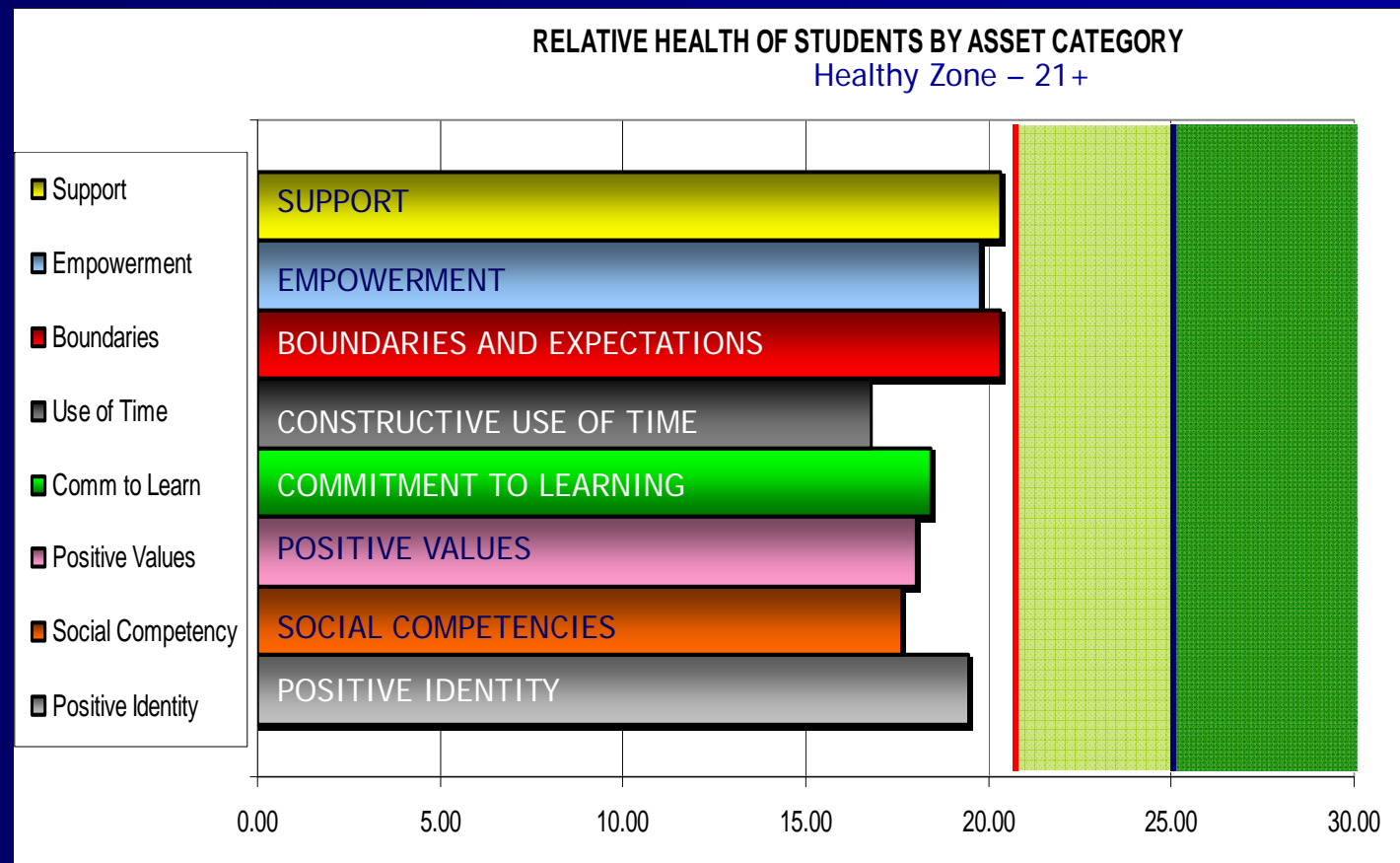
INTERNAL ASSETS

- Commitment to Learning
- Positive Values
- Social Competencies
- Positive Identity

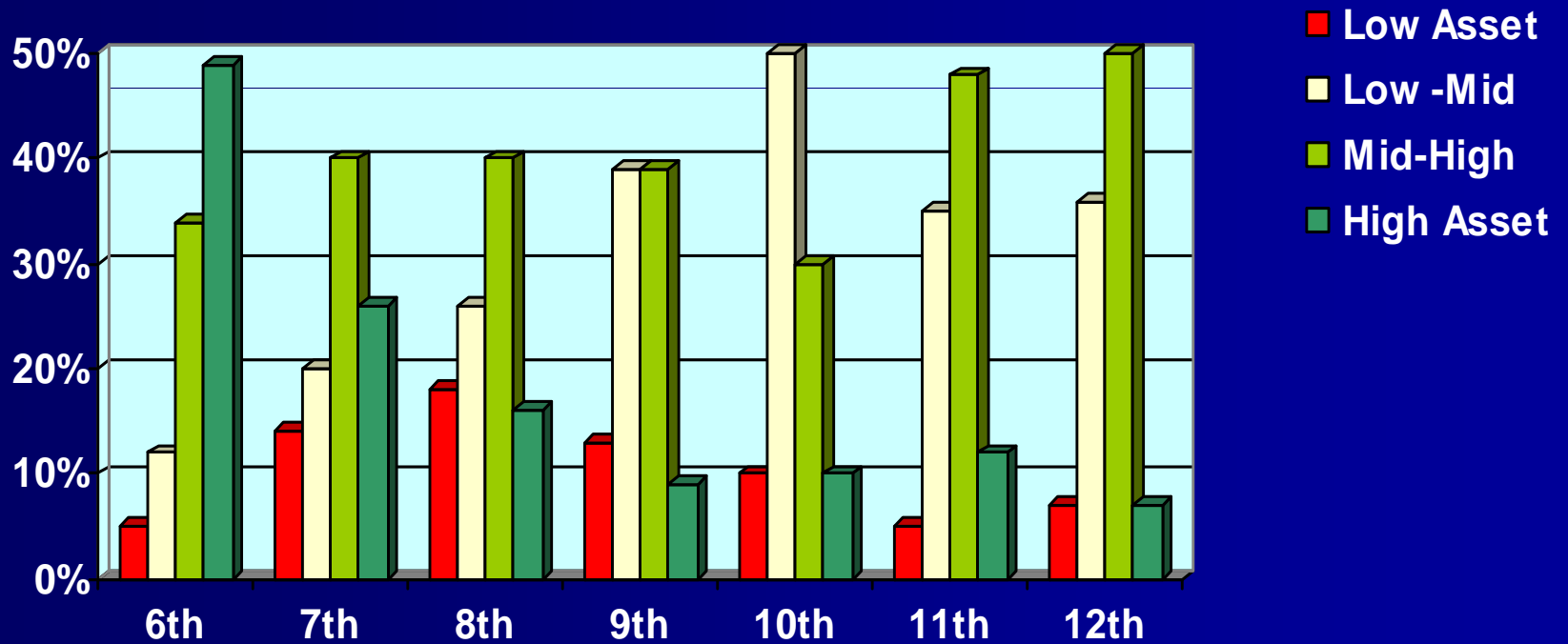
Our Data - Distribution



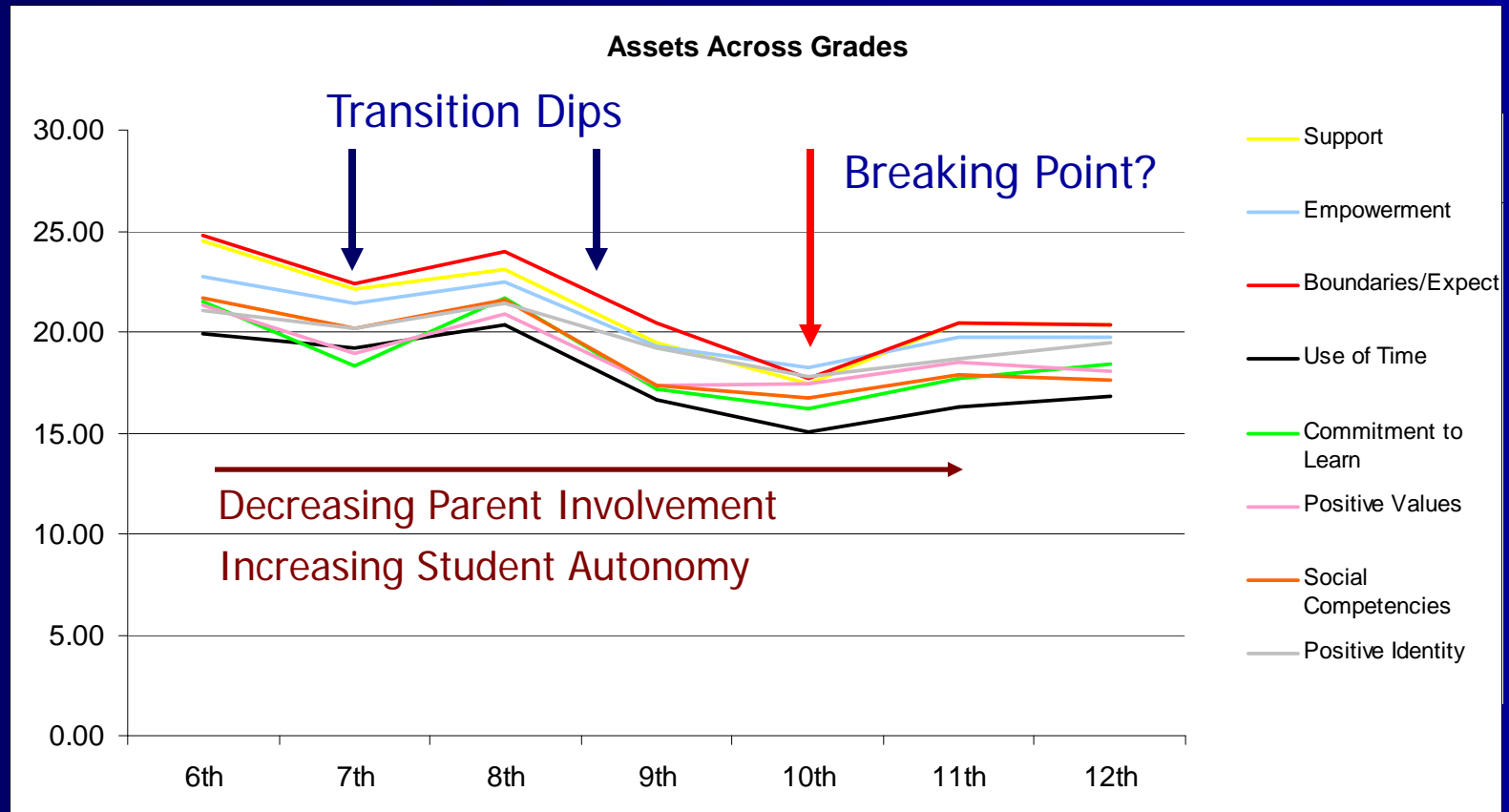
Aggregate by Grade and Asset Area



Assets Across Grades



Assets Across Grades by Asset Category



Individual Profiles

- SUPPORT
- EMPOWERMENT
- BOUNDARIES/EXPECT
- USE OF TIME
- COMMITMENT TO LEARN
- POSITIVE VALUES
- SOCIAL COMPETENCIES
- POSITIVE IDENTITY

	B	C	D	E	BA	BB	BC	BD	BE	BF	BG	BH	BI	BJ	BK	BL	BM	BN	BO	BP	BQ	BR	BS	BT	BU	BV
Cal		M	2/1992	18	2	3	3	3	3	2	3	1	3	0	2	3	17	19	17	22	15	17	17	14	12	
Sie		F	1/1992	17	2	1	3	3	3	2	2	1	0	3	3	2	21	19	22	22	13	21	25	25	13	
Nat		F	7/1992	18	3	3	2	3	3	3	3	2	2	0	2	1	21	20	15	20	26	25	23	20		
Ma		F	1/1993	17	0	0	1	0	0	2	0	1	2	0	1	1	14	3	17	13	13	15	14	17		
Bol		F	1/1993	17	3	3	3	3	3	3	3	3	3	3	3	3	20	27	20	30	8	17	18	16	20	
Dyl		M	1/1992	18	3	3	0	1	3	3	3	3	3	3	0	3	16	24	20	20	10	6	13	13	18	
Sh		F	1/1993	17	2	1	1	2	1	3	3	2	0	0	0	2	13	10	12	18	20	20	9	11	3	
Jer		F	1/1998	17	3	3	1	3	3	3	3	3	2	2	0	3	23	24	22	26	30	24	22	19	22	
Sa		F	1/1993	17	3	2	2	2	2	2	3	3	2	3	0	3	16	23	15	18	8	9	16	18	18	
Ala		M	1/1993	17	3	3	2	3	3	3	3	3	3	3	3	3	24	27	23	29	25	20	23	25	20	
Tre		M	1/1992	18	2	2	2	2	2	2	2	2	2	2	2	1	16	20	17	16	10	19	11	15	20	
Bro		M	1/1992	18	3	3	3	3	3	2	3	2	2	2	2	2	19	27	18	26	13	17	15	14	22	
Co		M	1/1992	18	3	2	2	2	2	2	3	3	0	2	0	3	21	21	22	19	28	20	20	21	22	
For		F	1/1993	17	3	1	2	2	3	3	3	3	0	2	2	3	19	21	23	21	20	20	16	18	17	
Ste		F	1/1993	17	2	1	3	3	2	1	2	2	2	1	2	1	21	16	25	20	23	26	25	19	17	
Jes		F	1/1992	18	3	1	3	3	3	3	3	3	2	3	1	3	25	24	18	26	30	23	27	25	25	
An		F	1/1993	17	3	2	3	2	3	2	3	3	2	2	2	2	17	26	22	23	5	10	14	16	13	
Mic		M	1/1993	17	3	2	1	1	1	3	3	3	1	3	0	3	15	20	20	19	8	10	12	9	22	
Du		M	1/1993	17	3	1	2	2	2	2	3	2	1	1	2	2	18	17	20	21	18	16	17	16	18	
Ma		M	1/1992	17	2	2	2	2	2	2	2	3	2	2	1	1	15	20	17	16	13	10	12	13	20	
Tay		F	1/1993	17	3	2	3	3	3	3	3	3	3	3	1	2	22	29	20	26	15	23	20	21	22	
Cu		M	1/1992	18	2	2	2	1	2	2	2	2	1	2	0	2	18	20	17	17	20	19	18	16	22	
Sa		F	1/1992	18	3	3	2	2	2	2	3	3	3	2	1	1	17	23	22	19	15	16	15	15	15	
Hal		F	1/1993	17	3	2	3	3	2	2	3	3	1	1	2	3	17	20	22	21	15	17	15	11	13	
Re		F	1/1992	18	3	0	0	2	3	3	3	3	0	3	0	1	16	20	25	14	23	9	14	16	10	
Oli		F	1/1992	18	3	3	3	3	3	3	3	3	3	2	3	3	26	27	30	30	25	27	24	24	25	
Sh		M	1/1992	18	3	3	3	3	3	3	3	3	3	3	3	3	23	29	25	28	18	20	24	19	20	
Dal		M	1/1993	17	3	1	3	3	3	3	3	3	3	3	2	3	26	27	27	29	28	26	25	20	30	
Mic		M	7/1993	17	3	3	2	3	3	3	3	3	3	3	3	3	23	27	23	24	18	19	24	19	30	
Co		F	1/1992	18	3	3	0	0	0	3	3	3	0	3	0	3	21	19	25	14	15	26	20	20	30	
Eli		M	1/1993	17	3	2	2	3	3	2	2	3	2	3	1	3	26	26	27	23	25	24	27	25	28	
Mic		M	30-Jul	18	3	3	3	3	3	3	3	3	3	3	3	3	24	30	23	30	20	16	18	28	27	
Ma		F	1/1993	17	3	3	2	3	3	3	3	3	3	3	1	3	22	27	25	22	20	23	20	21	18	
Kat		F	1/1992	18	3	3	2	3	3	3	3	3	3	1	2	3	24	21	27	28	18	26	25	19	25	
Set		M	1/1993	17	2	1	2	2	2	2	2	2	0	0	2	1	19	14	18	17	13	24	21	21	18	

Targeting Assets By Category

Support

- Time intensive adult-student relationship.
- Carefully asking for and considering youth input on decisions.
- Giving thoughtful, sincere compliments and positive, affirming comments.
- Maintain consistent, regular contact

Targeting Assets By Category

Empowerment

- Encourage and help students practice appropriate assertiveness.
- Involve students in exploring options, solving problems and making decisions.
- Encourage participation in civic matters, politics, and grassroots efforts.

Targeting Assets By Category

Boundaries and Expectations

- Monitor young people's whereabouts, friends and behavior.
- Provide consistency in rules and applying consequences.
- Set high but attainable expectations for achievement, behavior, and choices.

Targeting Assets By Category

Constructive Use of Time

- Family game nights.
- Development of hobbies and interests.
- Support after-school programs, athletics, and clubs.
- Role model good time management.

Targeting Assets By Category

Commitment to Learning

- Help students connect personal interests to academic learning.
- Always be working a mastering a new skill – help students discover their 'spark'.
- Discuss current events and explore the historic context of modern issues.

Targeting Assets By Category

Positive Values

- Talk to young people about values, morals and character.
- Discuss moral issues you see in the media.
- Celebrate examples of honesty, integrity, sacrifice, or caring when a student displays these traits.
- Encourage volunteerism.

Targeting Assets By Category

Social Competencies

- Be supportive and even-tempered when dealing with adolescent emotions.
- Help students explore alternatives to conflict.
- Help young people to focus their dreams and goals.
- Encourage students practice their refusal skills regarding alcohol, drugs, or unwanted sexual advances.

Targeting Assets By Category

Positive Identity

- Avoid comparing students with one another.
- Affirm their strengths, talents, abilities, and positive characteristics.
- Help students connect with larger issues of their purpose and the significance of their life.
- Reaffirm faith and the importance of the student's contributions to the greater world both large and small.