

Parent Blueprint for Building Assets

Support them with love, care and attention.

Empower them with opportunities to make a difference.

Establish clear boundaries and have high expectations.

Help them find activities that make constructive use of their time.

Nurture in them a commitment to learning.

Instill positive values to guide them.

Help them develop life skills and social competencies.

Nurture, celebrate and affirm their positive identity.

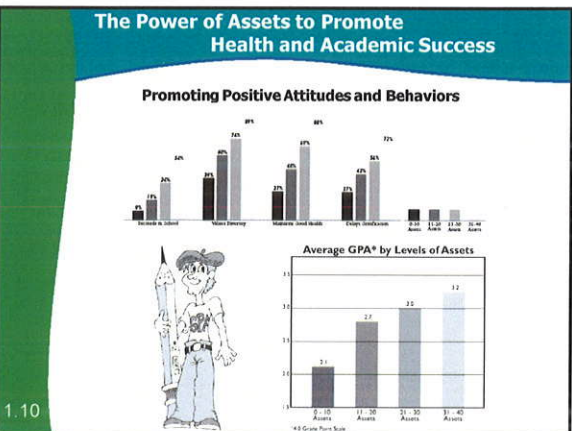
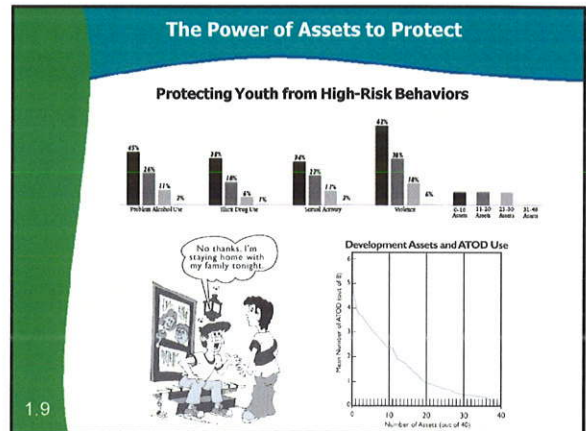
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40 DEVELOPMENTAL ASSETS

Asset Type	Asset Name	Definition	%
Support	1. Family support	Family life provides high levels of love and support	68%
	2. Positive family communication	Young person and her or his personal communication positively	28%
	3. Other adult relationship	Young person is strongly well advised and encouraged (from parents)	41%
	4. Caring neighborhood	Young person experiences caring neighbors	21%
Empowerment	5. Caring school climate	School provides a caring, encouraging environment	20%
	6. Parent involvement in schooling	Parents are actively involved in helping young person succeed in school	20%
	7. Community values youth	Young person perceives that adults in the community value youth	22%
	8. Youth as resources	Young people are given useful roles in the community	24%
Boundaries and Expectations	9. Service to others	Young person serves in the community one or more hours per week	40%
	10. Safety	Young person feels safe at home, at school and in the neighborhood	31%
	11. Family boundaries	Family has clear rules and consequences and monitors the young person's whereabouts	40%
	12. School boundaries	School provides clear rules and consequences	52%
Constructive Use of Time	13. Neighborhood boundaries	Neighborhood is responsible for monitoring young people's behavior	47%
	14. Adult role models	Parents and other adults model positive, responsible behavior	21%
	15. Positive peer influence	Young person's friends model responsible behavior	45%
	16. High expectations	Adults (parents and teachers) encourage the young person to do well	46%
Creative Activities	17. Creative activities	Young person spends three or more hours per week in creative or artistic activities	21%
	18. Youth programs	Young person spends three or more hours per week in sports, clubs or organizations at school and/or in the community	31%
	19. Religious community	Young person spends one or more hours per week in activities in a religious institution	58%
	20. Time at home	Young person is one with friends "with nothing special to do" time or fewer hours per week	31%

40 DEVELOPMENTAL ASSETS

Asset Type	Asset Name	Definition	%
Commitment to Learning	21. Achievement motivation	Young person is motivated to do well in school	48%
	22. School engagement	Young person is actively engaged in learning	31%
	23. Homework	Young person reports doing at least one hour of homework every school day	47%
	24. Reading at school	Young person reads at least one hour at school	32%
Positive Values	25. Reading for pleasure	Young person reads for pleasure three or more hours per week	21%
	26. Caring	Young person places high value on helping other people	30%
	27. Honesty and social justice	Young person places high value on practicing equality and mutual respect and justice	32%
	28. Integrity	Young person acts on promises and stands up for her or his beliefs	58%
Social Competencies	29. Diversity	Young person "gets the most" even when it is not easy	68%
	30. Responsibility	Young person accepts and takes personal responsibility	68%
	31. Resilience	Young person believes it is important not to be socially active or to use alcohol or other drugs	42%
	32. Planning and decision-making	Young person knows how to plan ahead and make choices	20%
Positive Identity	33. Interpersonal competence	Young person has empathy, sensitivity and friendship skills	45%
	34. Cultural competence	Young person has knowledge of, and positive views, people of different cultural or racial/ethnic backgrounds	45%
	35. Resilience skills	Young person can resist negative peer pressure and dangerous situations	41%
	36. Effective conflict resolution	Young person skills to resolve conflict nonviolently	42%
Positive Identity	37. Personal power	Young person feels he or she has control over things that happen to her	42%
	38. Self-esteem	Young person reports having high self-esteem	42%
	39. Sense of purpose	Young person reports that "her life has a purpose"	48%
	40. Positive view of personal future	Young person is optimistic about her or his personal future	57%




Recognizing and Affirming Strengths

1.11

CHAPTER TWO

Creating Confident Kids

Paper Heart Skit

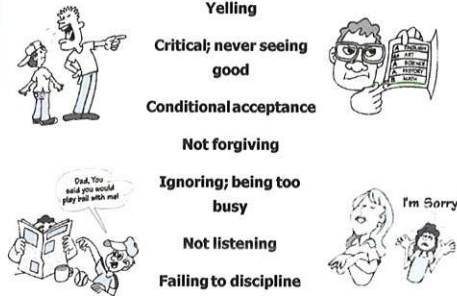


Words that wound the hearts of our children.

2.1

Identity Destroyers


- Yelling
- Critical; never seeing good
- Conditional acceptance
- Not forgiving
- Ignoring; being too busy
- Not listening
- Failing to discipline
- Parental fighting



2.2

Identity Builders

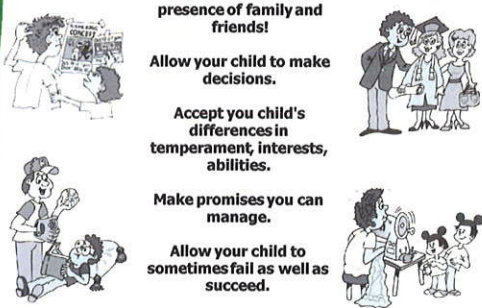
- Say "I love you" every day.
- Give your child hugs!
- Do special things with each individual child.
- Give your child choices.
- Listen to your child's feelings and honor those feelings.
- Encourage your child.
- Praise your child.
- Let them teach you new things.



2.3

Identity Builders

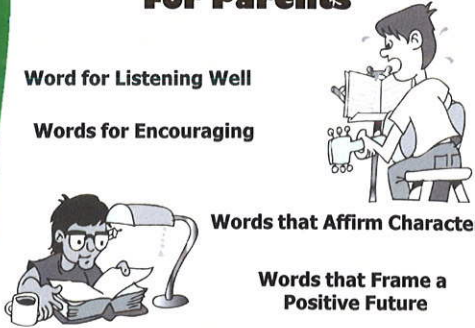
- Honor them in the presence of family and friends!
- Allow your child to make decisions.
- Accept your child's differences in temperament, interests, abilities.
- Make promises you can manage.
- Allow your child to sometimes fail as well as succeed.



2.4

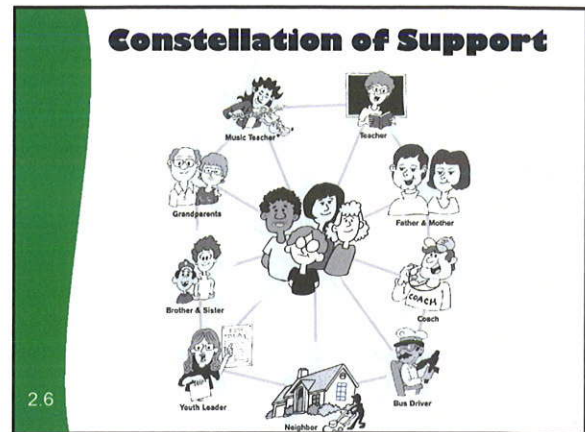
Positive Power Words For Parents

- Word for Listening Well
- Words for Encouraging
- Words that Affirm Character
- Words that Frame a Positive Future



2.5

**Who was there for you?
Who made a positive impact
in your life?**



CHAPTER THREE
Communication That Works

**Practice Hearing Your
Child's Feelings**
*Distracted vs. Listening with Full
Attention*

Role Playing #1: Distracted

Role Play #2: Full Attention

3.1

**Practice Hearing Your
Child's Feelings**
Fixing vs. Listening Fully

**Role Play #1:
Interrupting- Fixing**

**Role Play #2:
Hear Them Out. Listen Fully**

3.2

**Practice Hearing Your
Child's Feelings**
Preoccupied vs. Listening with Full Attention

Role Play #1: Distracted
*It is disheartening to try to communicate with
someone who is only partially listening.*

Role Play #2: Full Attention
*It is so much easier to tell your problems to
a parent who is actually listening. The
parent may not even need to say anything.*

3.3

LISTEN: Heart, Ears & Eyes

Soak it up!
SPONGE!



3.4

Hearing Children's Feelings

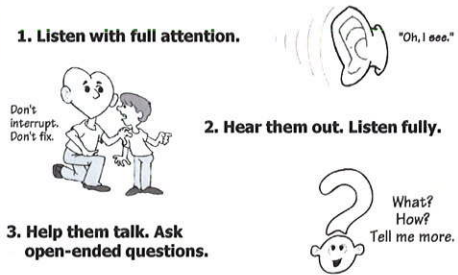
Principle: Parents Lead by Listening

- Listen first so our children will talk.
- Model listening so our children will listen.

3.5

Hearing Children's Feelings

1. Listen with full attention.
2. Hear them out. Listen fully.
3. Help them talk. Ask open-ended questions.




Don't interrupt. Don't fix.

What? How? Tell me more.

3.5

Untangling Mixed Signals

Instead of Mixed Signals:	Try clear communication:
1. Being inconsistent	1. Be consistent and follow through
2. Having double standards	2. Follow your own rules
3. Bouncing between parents	3. Parents discuss together first
4. Coaxing and pleading	4. Give clear, direct instructions
5. Avoiding: Saying "Maybe" instead of "No"	5. Give honest answers
6. Mixing praise and criticism	6. Let praise stand on its own.




3.6

Clear Instructions

Direct Communication

LET'S CLEAR THIS UP BY GOING OVER THESE POINTS.

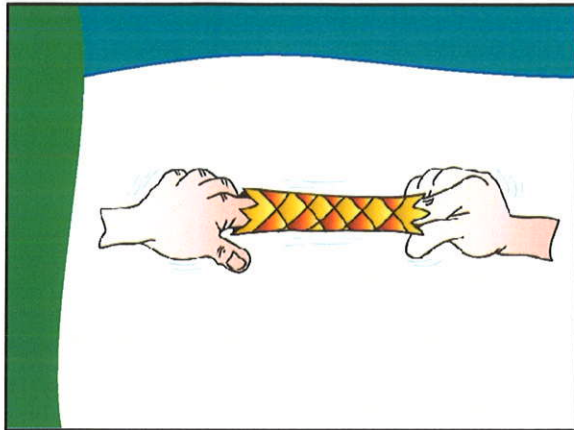


Who:
What:
When:
Where:
How Often:

3.7

CHAPTER FOUR

Deflecting Arguments & Setting Boundaries



The Argument Trap

4.1

Five Reasons Why Kids & Teens Argue

Why Kids Argue

4.2

They Want the Control!

THE ERUPTING VOLCANO

4.3

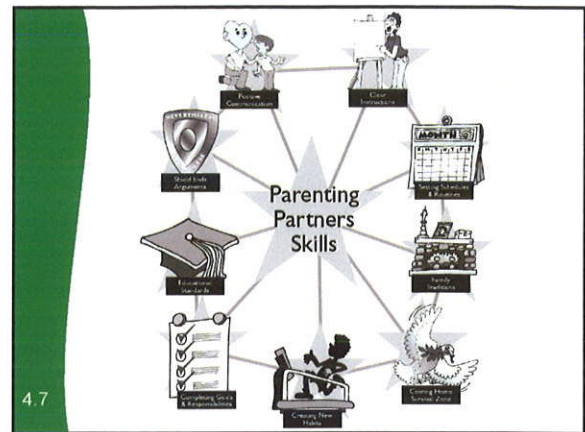
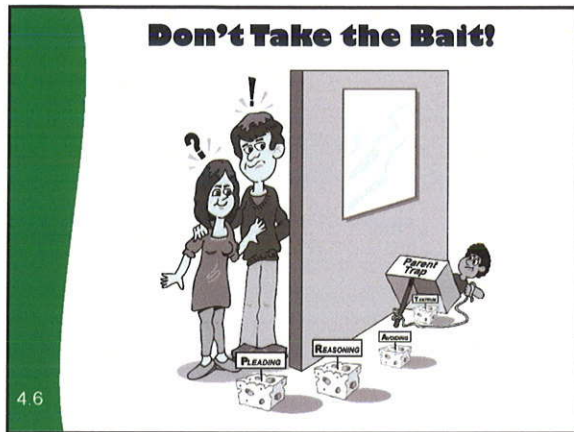
Conflicts

Getting Trapped by Routine Conflicts

4.4

Deflect: Don't Argue

4.5



CHAPTER FIVE

The Discipline Difference

The Difference Between Discipline and Punishment

Discipline:

- Training or learning that develops character, self-control, and moral capacity.
- Training that empowers a person to learn from mistakes and be equipped for success next time.

Punishment:

- Imposing a penalty for breaking a rule or the law; often in retaliation.
- Dealing with roughly or harshly; castigating.

5.1

The Eight Characteristics of Discipline and Punishment

Discipline	Punishment
1. Provides direction and correction.	1. Inflicts a penalty.
2. Values learning from mistakes.	2. Requires perfection.
3. Focuses on the future.	3. Focuses on the past.
4. Attitude of love and support.	4. Attitude of anger and retaliation.
5. Directed at the behavior.	5. Directed at the individual.
6. Promotes security and self-control.	6. Promotes fear, resentment, and anxiety.
7. Parents invest time and effort.	7. Dismissive. Not investing time.
8. Manageable for parent and child.	8. Overwhelming.

5.1

The Difference Between Discipline and Punishment

Discipline	Punishment
Child learns:	Child learns:
• Responsibility	• Not to get caught
• Self-control	• To avoid punishment
• To be a learner	• To lie and be sneaky
• To recover from mistakes	• To manipulate the system
• To see self as a winner	• To see self as a failure
• To see self as okay	• To see self as not okay
• Positive self-identity	• Negative self-identity

5.1

Discipline is Practice for Success

The diagram illustrates the concept that discipline through practice leads to success. It is organized into three rows, each with an illustration on the left and a result on the right, connected by an arrow.

- Sports Practice** → **Great Game!** (Illustration of a soccer player kicking a ball into a goal)
- Music Practice** → **Great Performance!** (Illustration of a child playing a piano)
- Good Study Habits** → **Academic Success!** (Illustration of a student with a graduation cap)

5.2

Consequences are the Weight Room of Moral Development

What are the Consequences?

- They are training tools that give children the mental and moral capacity to develop positive actions and habits.
- They are the weight room that builds the strength to act morally and to successfully get along with others.

5.3

Two Types of Consequences

Natural

- Happens naturally
- Parent stays out of the way
- Nature takes its course

Logical

- Generated by parent
- Parent sets up consequences
- Parent follows through

5.4

Eight Guidelines for Setting Logical Consequences

Consequences must:

1. Be put into action without anger
2. Be communicated first
3. Be perceived by the child as logical
4. Relate to the misbehavior
5. Allow freedom of choice
6. Be age-appropriate and reasonable
7. Be allowed to work
8. Be manageable on the parent's part

5.5

Case Stories

Mark which of the Eight Guidelines for Logical Consequences were violated.

1	2	3	4
5	6	7	8

Case Story 1 Case Story 3

Case Story 2 Case Story 4


5.6

What is the Logical Consequence?

5.7


Be the Parent

Follow Through!




5.8

Parents Ignore the Polls




5.9

Be the Parent Now or Later



5.10

Parents Give Gifts That Last



5.13

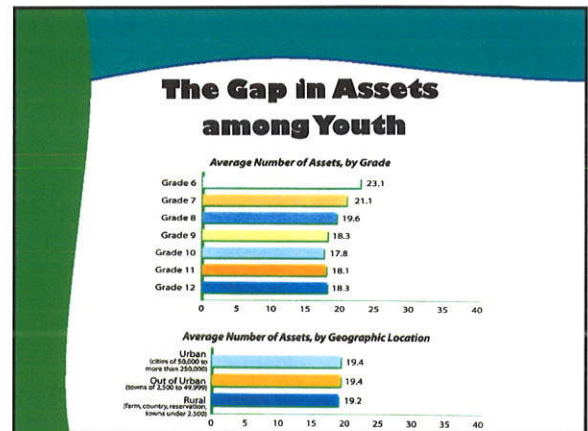
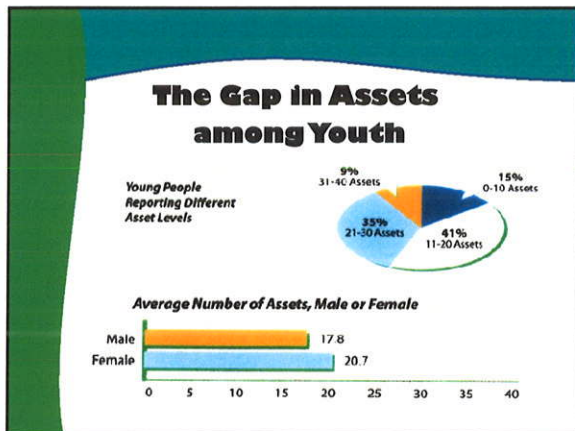
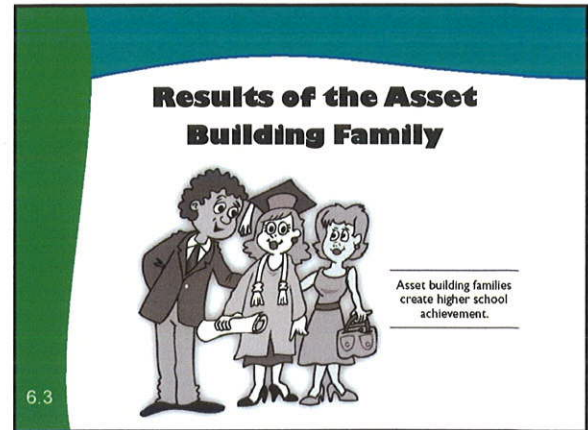
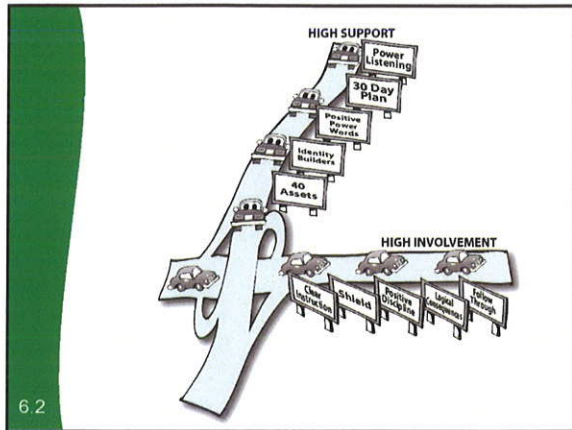
CHAPTER SIX

What Children and Teens Need to Succeed

Four Styles of Parenting

Demonstrates High Support & Love	
Permissive Family System <small>Low Involvement/ Control of Behavior</small>	Asset Building Family System <small>High Involvement/ Control of Behavior</small>
Stressed Family System	Authoritarian Family System
Demonstrates Low Support & Love	

6.1



6.5

Parent Involvement Form

YES! I would like to volunteer. I can help:

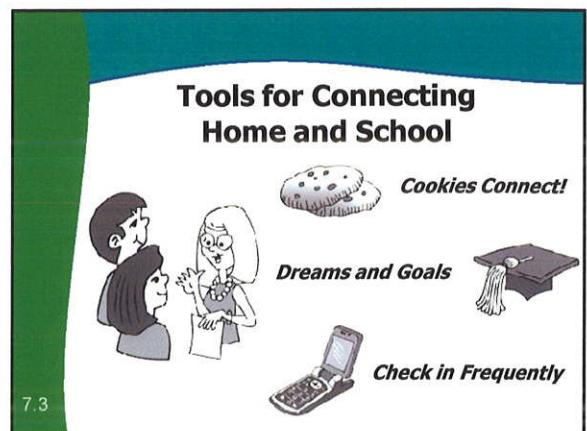
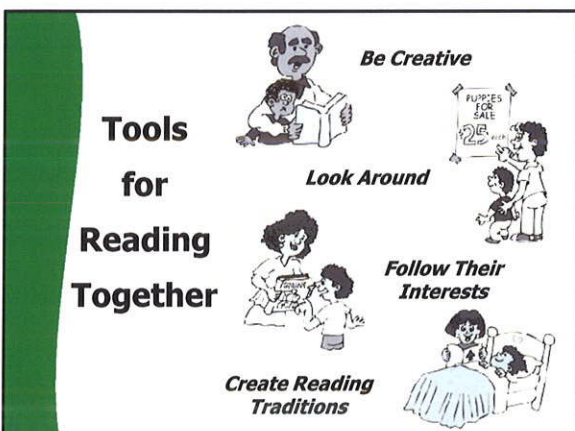
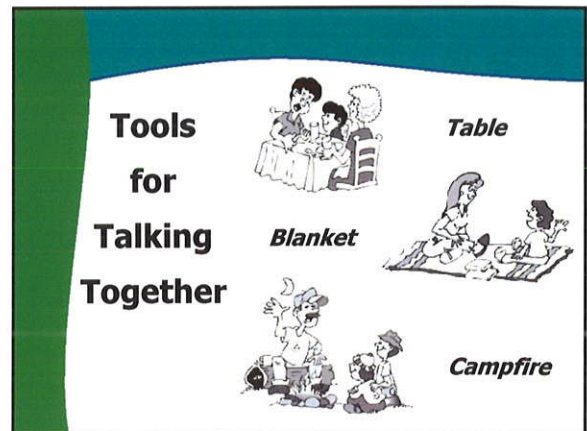
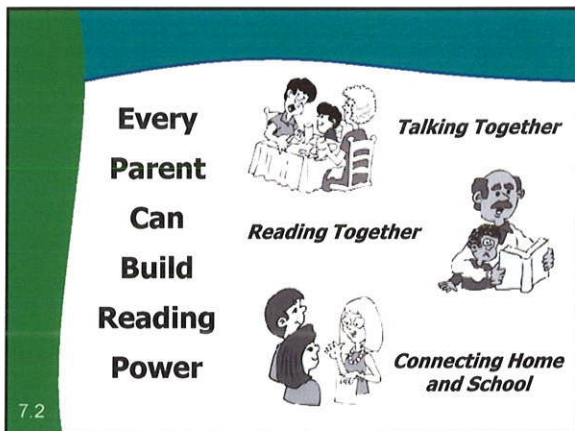
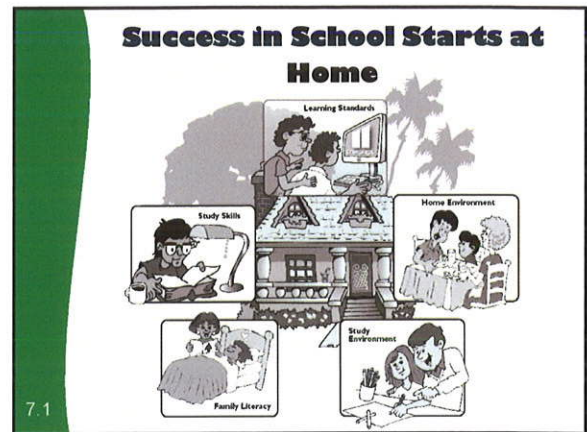
Schedule and lead with parent units in the classroom	with computers
Monitor student progress	run a special interest group
Make a difference as a classroom aide	help with homework
with translation	make suggestions
attend special events	help with projects

What days and times are you available to volunteer?

I would like more information about:

CHAPTER SEVEN

Parents Involved in Academic Success





40 Developmental Assets® for Early Childhood (ages 3 to 5)

Search Institute® has identified the following building blocks of healthy development—known as Developmental Assets®—that help young children grow up healthy, caring, and responsible.



External Assets	Support	<ol style="list-style-type: none"> 1. Family support—Parent(s) and/or primary caregiver(s) provide the child with high levels of consistent and predictable love, physical care, and positive attention in ways that are responsive to the child's individuality. 2. Positive family communication—Parent(s) and/or primary caregiver(s) express themselves positively and respectfully, engaging young children in conversations that invite their input. 3. Other adult relationships—With the family's support, the child experiences consistent, caring relationships with adults outside the family. 4. Caring neighbors—The child's network of relationships includes neighbors who provide emotional support and a sense of belonging. 5. Caring climate in child-care and educational settings—Caregivers and teachers create environments that are nurturing, accepting, encouraging, and secure. 6. Parent involvement in child care and education—Parent(s), caregivers, and teachers together create a consistent and supportive approach to fostering the child's successful growth.
	Empowerment	<ol style="list-style-type: none"> 7. Community cherishes and values young children—Children are welcomed and included throughout community life. 8. Children seen as resources—The community demonstrates that children are valuable resources by investing in a child-rearing system of family support and high-quality activities and resources to meet children's physical, social, and emotional needs. 9. Service to others—The child has opportunities to perform simple but meaningful and caring actions for others. 10. Safety—Parent(s), caregivers, teachers, neighbors, and the community take action to ensure children's health and safety.
	Boundaries & Expectations	<ol style="list-style-type: none"> 11. Family boundaries—The family provides consistent supervision for the child and maintains reasonable guidelines for behavior that the child can understand and achieve. 12. Boundaries in child-care and educational settings—Caregivers and educators use positive approaches to discipline and natural consequences to encourage self-regulation and acceptable behaviors. 13. Neighborhood boundaries—Neighbors encourage the child in positive, acceptable behavior, as well as intervene in negative behavior, in a supportive, nonthreatening way. 14. Adult role models—Parent(s), caregivers, and other adults model self-control, social skills, engagement in learning, and healthy lifestyles. 15. Positive peer relationships—Parent(s) and caregivers seek to provide opportunities for the child to interact positively with other children. 16. Positive expectations—Parent(s), caregivers, and teachers encourage and support the child in behaving appropriately, undertaking challenging tasks, and performing activities to the best of her or his abilities.
	Constructive Use of Time	<ol style="list-style-type: none"> 17. Play and creative activities—The child has daily opportunities to play in ways that allow self-expression, physical activity, and interaction with others. 18. Out-of-home and community programs—The child experiences well-designed programs led by competent, caring adults in well-maintained settings. 19. Religious community—The child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development. 20. Time at home—The child spends most of her or his time at home participating in family activities and playing constructively, with parent(s) guiding TV and electronic game use.
Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> 21. Motivation to mastery—The child responds to new experiences with curiosity and energy, resulting in the pleasure of mastering new learning and skills. 22. Engagement in learning experiences—The child fully participates in a variety of activities that offer opportunities for learning. 23. Home-program connection—The child experiences security, consistency, and connections between home and out-of-home care programs and learning activities. 24. Bonding to programs—The child forms meaningful connections with out-of-home care and educational programs. 25. Early literacy—The child enjoys a variety of pre-reading activities, including adults reading to her or him daily, looking at and handling books, playing with a variety of media, and showing interest in pictures, letters, and numbers.
	Positive Values	<ol style="list-style-type: none"> 26. Caring—The child begins to show empathy, understanding, and awareness of others' feelings. 27. Equality and social justice—The child begins to show concern for people who are excluded from play and other activities or not treated fairly because they are different. 28. Integrity—The child begins to express her or his views appropriately and to stand up for a growing sense of what is fair and right. 29. Honesty—The child begins to understand the difference between truth and lies, and is truthful to the extent of her or his understanding. 30. Responsibility—The child begins to follow through on simple tasks to take care of her- or himself and to help others. 31. Self-regulation—The child increasingly can identify, regulate, and control her or his behaviors in healthy ways, using adult support constructively in particularly stressful situations.
	Social Competencies	<ol style="list-style-type: none"> 32. Planning and decision making—The child begins to plan for the immediate future, choosing from among several options and trying to solve problems. 33. Interpersonal skills—The child cooperates, shares, plays harmoniously, and comforts others in distress. 34. Cultural awareness and sensitivity—The child begins to learn about her or his own cultural identity and to show acceptance of people who are racially, physically, culturally, or ethnically different from her or him. 35. Resistance skills—The child begins to sense danger accurately, to seek help from trusted adults, and to resist pressure from peers to participate in unacceptable or risky behavior. 36. Peaceful conflict resolution—The child begins to compromise and resolve conflicts without using physical aggression or hurtful language.
	Positive Identity	<ol style="list-style-type: none"> 37. Personal power—The child can make choices that give a sense of having some influence over things that happen in her or his life. 38. Self-esteem—The child likes her- or himself and has a growing sense of being valued by others. 39. Sense of purpose—The child anticipates new opportunities, experiences, and milestones in growing up. 40. Positive view of personal future—The child finds the world interesting and enjoyable, and feels that he or she has a positive place in it.