

The scene is a virtual room with a wooden floor. On the left, there is a bookshelf with five shelves filled with books of various colors. To the left of the bookshelf is a large green potted plant. In the center, a projector screen is mounted on a wall. The screen displays the title and authors of a presentation. On the right side of the screen, a cartoon woman with white hair and glasses is sitting on a red podium, holding a white mug of coffee. The background of the screen is white.

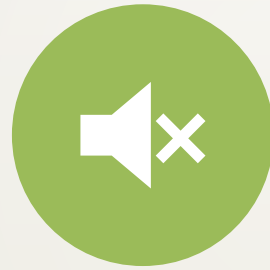
How to Build A Better World, One Child At A Time

**Penny Beehler &
Katie Cappucci**

NETIQUETTE



ROOM TECH SUPPORT IS
MANAGING THE MUTE
FUNCTION



PLEASE REMAIN ON MUTE
DURING THE
PRESENTATION



PLEASE USE THE CHAT
FEATURE



WE WILL BE LOOKING AT
THE CHAT FOR
RESPONSES, QUESTIONS,
AND COMMENTS

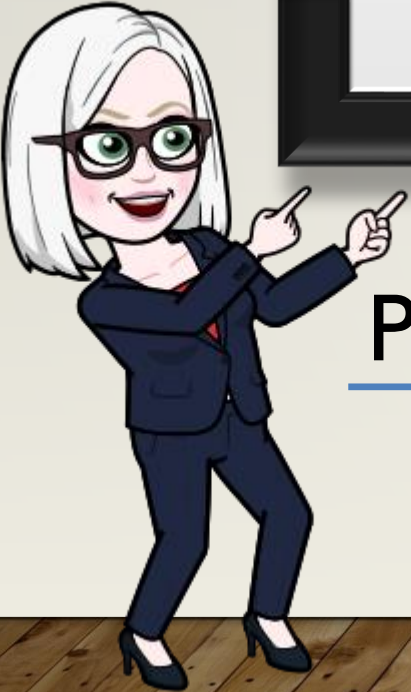
OBJECTIVES

- Discuss the building blocks of healthy development;
- Learn about the external and internal Assets;
- Identify how to begin using the Assets with caregivers to enhance child safety and well-being.
- Learn motivational interviewing skills to encourage caregivers to develop the Assets within their children.
- Identify strategies for moving toward action and make a personal action commitment





KATIE CAPPUCCI



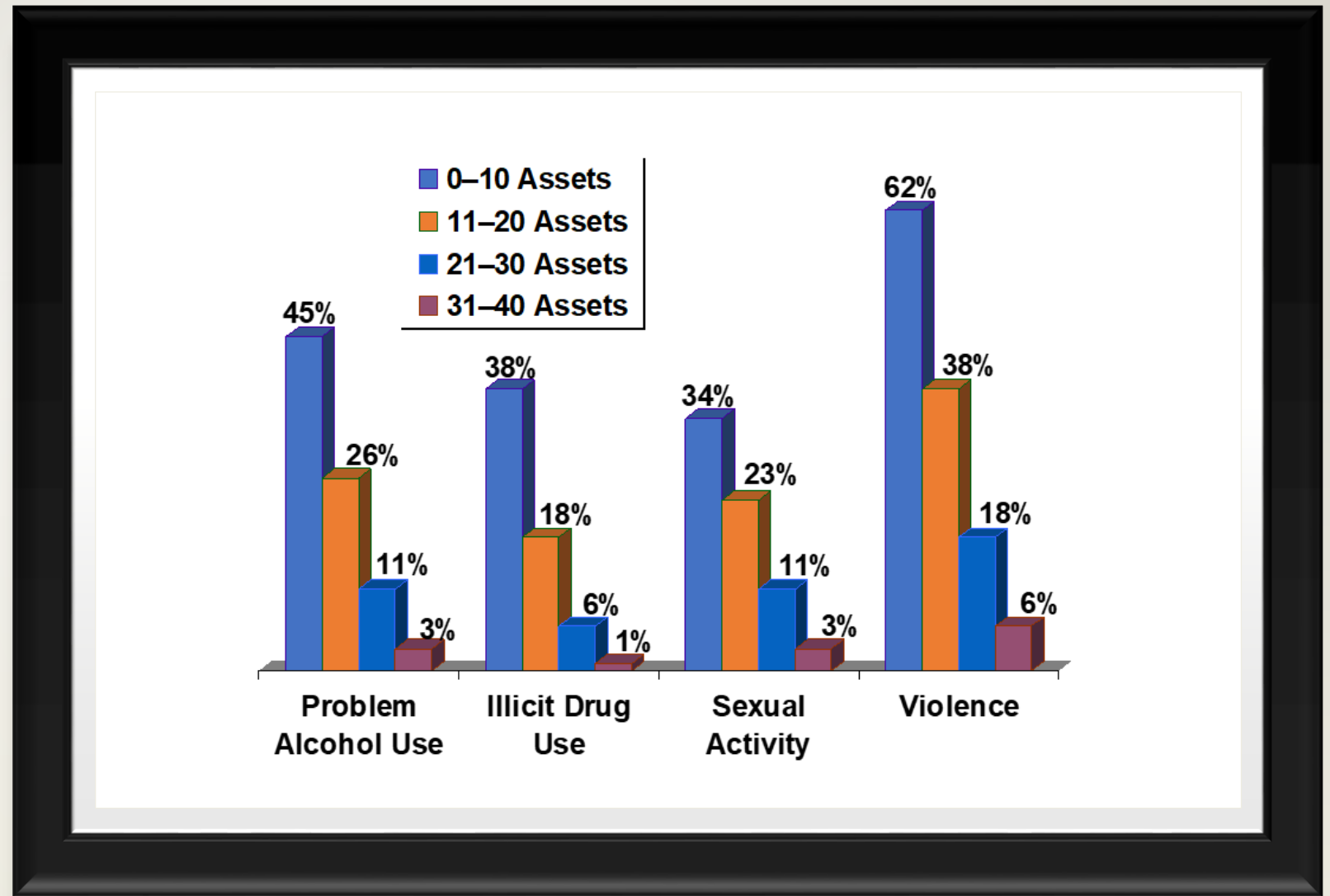
PENNY BEEHLER

40 DEVELOPMENTAL ASSETS

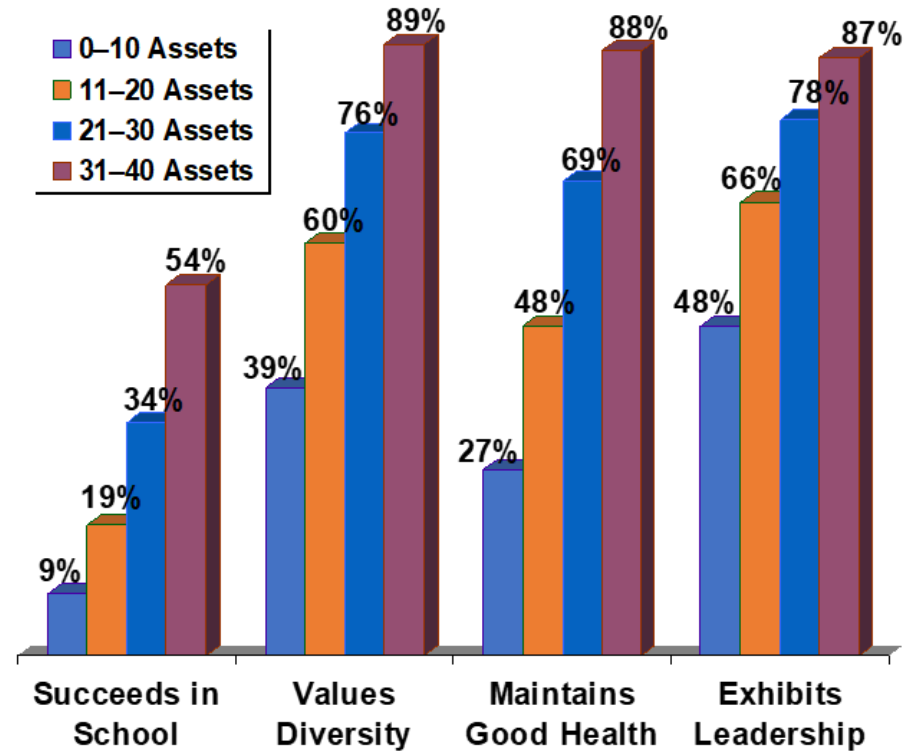
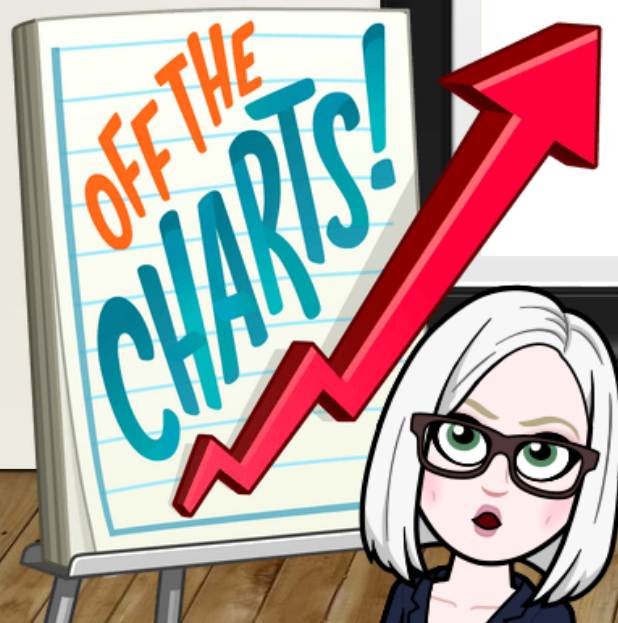
- Developed by the Search Institute
 - Nonprofit based in Minneapolis, Minnesota
 - Research based
 - List developed
 - Survey



THE POWER OF ASSETS TO PROTECT



THE POWER OF ASSETS TO PROMOTE



2 TYPES

EXTERNAL

Relationships and opportunities that young people experience in their families, schools, and communities



INTERNAL

Competencies and values that youth develop internally to guide behaviors and choices



40 DEVELOPMENTAL ASSETS

EXTERNAL

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



INTERNAL

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



40 DEVELOPMENTAL ASSETS

Let's look!

*Building blocks
that young
people need to
grow up healthy,
caring and
productive*



https://page.search-institute.org/dev-assets-download_1212-17



PERSONAL REFLECTION

- What is most important to you?
- What is most interesting to you?
- What is most surprising to you?



? ? ?
THOUGHTS?
? ? ?

ASSESSMENT OF CHILD FUNCTIONING



- Emotion/Trauma
- Behavior
- Development/Early Learning
- Academic Status
- Peer/Adult Relationships
- Family Relationships
- Physical Health
- Cultural Identity
- Substance Awareness
- Preparation for Adult Living/Skill Development

1. Emotion/Trauma
2. Behavior
3. Development/Early Learning
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5. Peer/Adult Relationships
6. Family Relationships
7. Physical Health
8. Cultural Identity
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10. Preparation for Adult Living/Skill Development

- A. Support
- B. Empowerment
- C. Boundaries and Expectations
- D. Constructive Use of Time
- E. Commitment to Learning
- F. Positive Values
- G. Social Competencies
- H. Positive Identity



THE GAP IN ASSETS AMONG YOUTH

Average student as 19.3 assets out of 40

Ideal: 30-40

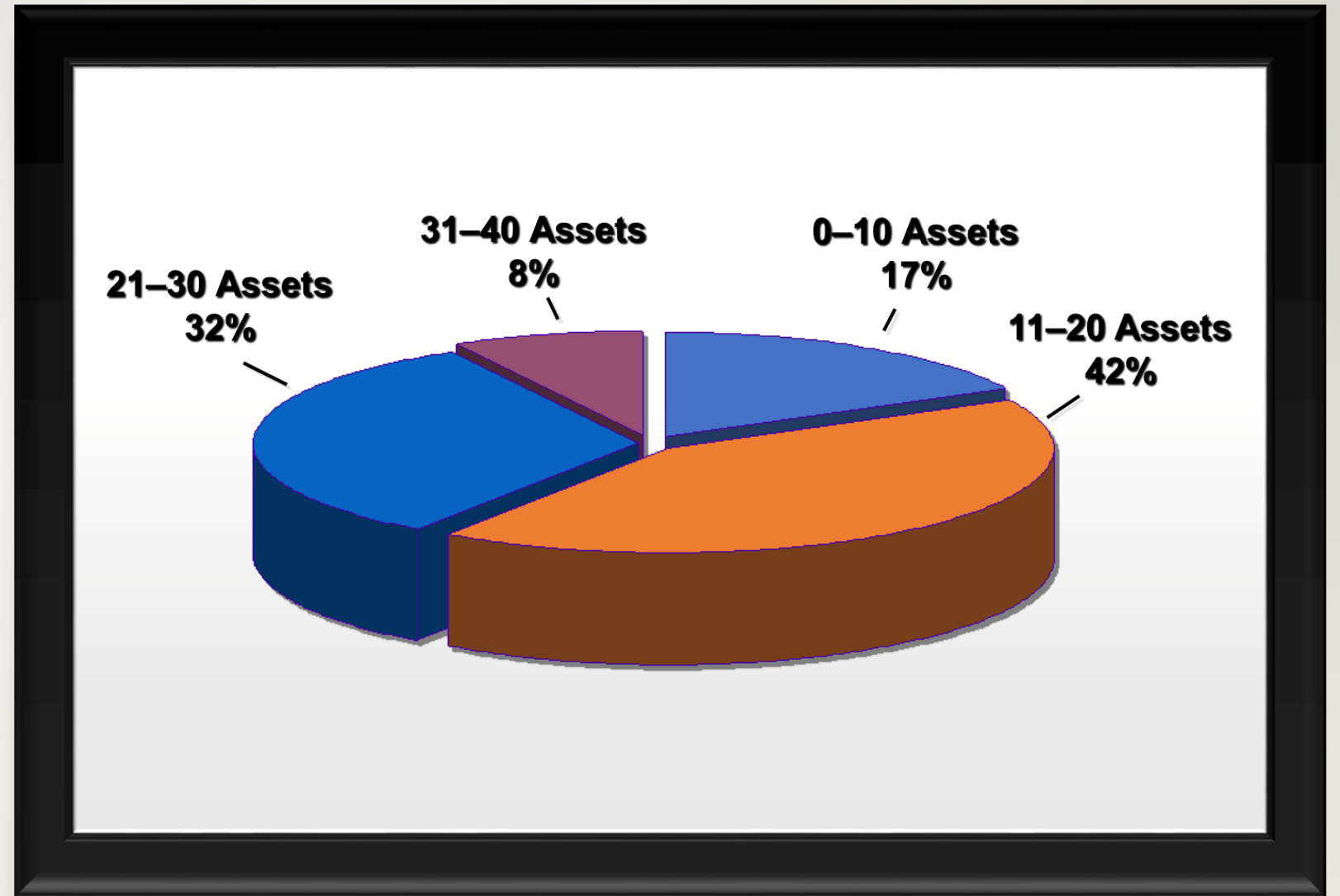
Girls report more assets than boys

Younger students report more than high school

*Many young people, in all types of settings and places
have too few of the Developmental Assets*



YOUTH WITH DIFFERENT LEVELS



OUR KIDS IN CARE

- What are some of our challenges we face with the children we serve? Think about their Emotional, Physical, Developmental, Behavioral well-being.
- How many Developmental Assets do you think they may have?

Let's Talk Strategy!

Our opportunity to maximize child well-being is increasing their Assets!



OARS: MOTIVATIONAL INTERVIEWING



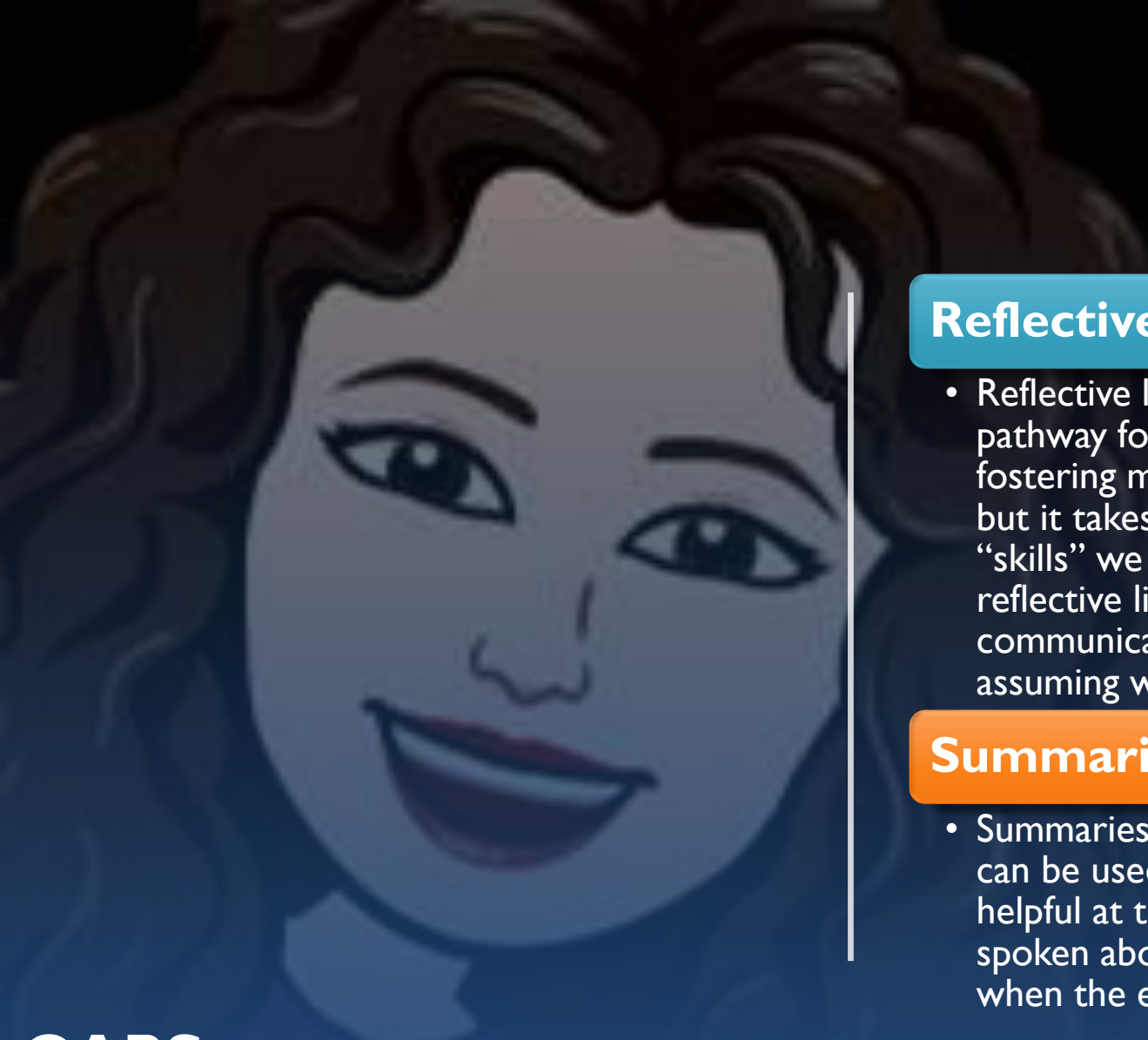
Open Questions

Open questions invite others to “tell their story” in their own words without leading them in a specific direction. Open questions should be used often in conversation but not exclusively. Of course, when asking open questions, you must be willing to listen to the person’s response.



Affirmations

Affirmations are statements and gestures that recognize client strengths and acknowledge behaviors that lead in the direction of positive change, no matter how big or small. Affirmations build confidence in one’s ability to change. To be effective, affirmations must be genuine and congruent.



Reflective Listening

- Reflective listening is a primary skill in outreach. It is the pathway for engaging others in relationships, building trust, and fostering motivation to change. Reflective listening appears easy, but it takes hard work and skill to do well. Sometimes the “skills” we use in working with clients do not exemplify reflective listening but instead serve as roadblocks to effective communication. Examples are misinterpreting what is said or assuming what a person needs.

Summaries

- Summaries are special applications of reflective listening. They can be used throughout a conversation but are particularly helpful at transition points, for example, after the person has spoken about a topic, has recounted a personal experience, or when the encounter is nearing an end.

PRINCIPLES OF ASSET BUILDING



All young people need assets.

Everyone can build assets.

Relationships are key.

Asset building is an ongoing process.

Consistent messages are crucial.

Repetition is important.

HOW TO BUILD A BETTER WORLD, ONE CHILD AT A TIME



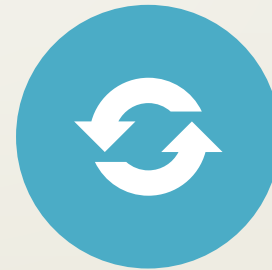
Make It Possible



Make It Simple



Make the Most of Your
Available Time



Commit and Don't
Forget

