

# Developmental Assets for abused and neglected children



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# Common traits of abused & neglected children

- Seem old for their age
- Lack ability to play
- Temper tantrums beyond that expected for age and stage of development
- Negative self-esteem ~ child behaves in a way that tells us that he does not feel competent or in control or that he is not worthy of the attention of others
- Withdrawal ~can, but does not always indicate abuse

[wps.prenhall.com/wps/media/objects/486/497735/](http://wps.prenhall.com/wps/media/objects/486/497735/)

# Common traits of abused & neglected children

- Chronic aggression or overt hostility against peers, animals, adults, themselves
- Passive watchfulness—an excessive amount
- Compulsivity or efforts to control some small aspect of their lives
- Fearful of failure
- Difficulty listening to or carrying out instructions
- Difficulty organizing thoughts, conceptualizing, and verbalizing

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# Common traits of abused & neglected children

- Regression to an earlier stage of development—bedwetting, thumb sucking, baby talk
- Poor social skills Extreme shyness
- Steal or hoard food
- Little or no empathy for others

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# Reactions to trauma

- **Preschool and young school-age children** exposed to a traumatic event may experience a feeling of helplessness, uncertainty about whether there is continued danger, a general fear that extends beyond the traumatic event and into other aspects of their lives, and difficulty describing in words what is bothering them or what they are experiencing emotionally. (Age-Related Reactions to a Traumatic

Event National Child Traumatic Stress Network [www.NCTSN.org](http://www.NCTSN.org))

# Reactions to trauma

- **For school-age children**, a traumatic experience may elicit feelings of persistent concern over their own safety and the safety of others in their school or family. These children may be preoccupied with their own actions during the event. Often they experience guilt or shame over what they did or did not do during a traumatic event. School-age children might engage in constant retelling of the traumatic event, or they may describe being overwhelmed by their feelings of fear or sadness. (Age-Related Reactions to a Traumatic Event National Child Traumatic Stress Network [www.NCTSN.org](http://www.NCTSN.org))

# Reaction to trauma

- **Adolescents** exposed to a traumatic event feel self-conscious about their emotional responses to the event. Feelings of fear, vulnerability, and concern over being labeled “abnormal” or different from their peers may cause adolescents to withdraw from family and friends. Adolescents often experience feelings of shame and guilt about the traumatic event and may express fantasies about revenge and retribution. A traumatic event for adolescents may foster a radical shift in the way these children think about the world. Some adolescents engage in self-destructive or accident-prone behaviors. (Age-Related Reactions to a Traumatic Event National Child

Traumatic Stress Network [www.NCTSN.org](http://www.NCTSN.org))

# Helping at-risk youth

- **Northwest Children's Fund**
- “A critical step in breaking the cycle of child abuse and neglect is helping kids to create the developmental assets—relationships, opportunities and qualities—they need to avoid risks and to thrive. To that end, we fund programs that foster stable relationships, promote critical decision-making abilities and instill positive values. Our grants support tutoring and mentoring, programs for homeless youth and youth aging out of foster care, and a variety of youth engagement programs.” <http://nwcf.org/>



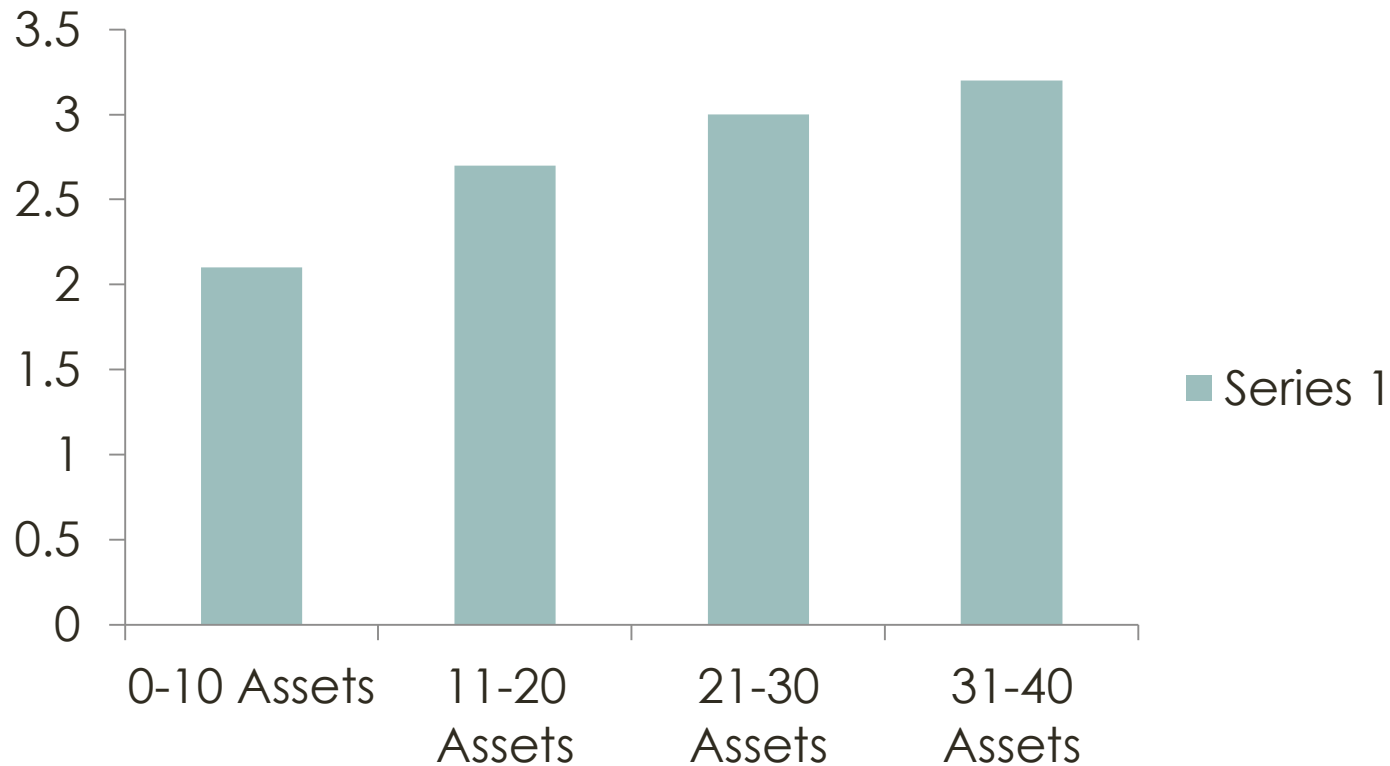
# What are developmental assets?

- The researchers at Search Institute, a nonprofit organization in Minneapolis, Minnesota, have 40 valuable resources that young people need “Developmental Assets.”
- Studies have shown that when young people have more of those 40 assets, they are more likely to be leaders, to be careful of their health, and to do well in school. And when young people have more of those 40 assets, they are also less likely to use drugs, become involved in violence, or participate in underage drinking. In short, the more of the assets a young person has, the more likely he or she is to succeed in many aspects of life.
- They are made up of external and internal assets.

*<http://www.search-institute.org/content/40-developmental-assets>*

# Average GPA by Levels of Assets

**Figure 1**



	0-10	10-20	20-30	30-40
	<u>Assets</u>	<u>Assets</u>	<u>Assets</u>	<u>Assets</u>
Problem Alcohol Use	45%	26%	11%	3%
Violence (bullying and other)	62%	38%	18%	6%
Illicit Drug Use	38%	18%	11%	1%
Sexual Activity	34%	23%	11%	3%
Exhibits Leadership	48%	66%	78%	87%
Maintains Good Health	27%	48%	69%	88%
Values Diversity	39%	60%	76%	89%
Succeeds in school	9%	19%	34%	54%

(The following information is based on surveys of almost 150,000 6th- to 12th-grade youth in 202 communities across the United States in calendar year 2003.)

<http://www.search-institute.org/content/40-developmental-assets>

# External Assets: Support

1. **Family Support:** Family life provides high levels of love and support.
2. **Positive Family Communication:** Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other Adult Relationships:** Young person receives support from three or more nonparent adults.
4. **Caring Neighborhood:** Young person experiences caring neighbors.
5. **Caring School Climate:** School provides a caring, encouraging environment.
6. **Parent Involvement in Schooling:** Parent(s) are actively involved in helping the child succeed in school.

<http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18>

# External Assets: Empowerment

7. **Community Values Youth:** Young person perceives that adults in the community value youth.
8. **Youth as Resources:** Young people are given useful roles in the community.
9. **Service to Others:** Young person serves in the community one hour or more per week.
10. **Safety:** Young person feels safe at home, school, and in the neighborhood.

<http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18>

# External Assets: Boundaries & Expectations

11. **Family Boundaries:** Family has clear rules and consequences and monitors the young person's whereabouts.
12. **School Boundaries:** School provides clear rules and consequences.
13. **Neighborhood Boundaries:** Neighbors take responsibility for monitoring young people's behavior.
14. **Adult Role Models:** Parent(s) and other adults model positive, responsible behavior.
15. **Positive Peer Influence:** Young person's best friends model responsible behavior.
16. **High Expectations:** Both parent(s) and teachers encourage the young person to do well.

<http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18>

# External Assets: Constructive use of time

17. **Creative Activities:** Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth Programs:** Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
19. **Religious Community** | Young person spends one hour or more per week in activities in a religious institution.
20. **Time at Home** | Young person is out with friends "with nothing special to do" two or fewer nights per week.

<http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18>

# Internal Assets:

## Commitment to Learning

21. **Achievement Motivation:** Young person is motivated to do well in school.
22. **School Engagement:** Young person is actively engaged in learning.
23. **Homework:** Young person reports doing at least one hour of homework every school day.
24. **Bonding to School:** Young person cares about her or his school.
25. **Reading for Pleasure:** Young person reads for pleasure three or more hours per week.

<http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18>



# Internal Assets: Positive Values

26. **Caring:** Young Person places high value on helping other people.
27. **Equality and Social Justice:** Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity:** Young person acts on convictions and stands up for her or his beliefs.
29. **Honesty:** Young person "tells the truth even when it is not easy."
30. **Responsibility:** Young person accepts and takes personal responsibility.
31. **Restraint:** Young person believes it is important not to be sexually active or to use alcohol or other drugs.

# Internal Assets: Social Competencies

- 32. **Planning and Decision Making:** Young person knows how to plan ahead and make choices.
- 33. **Interpersonal Competence:** Young person has empathy, sensitivity, and friendship skills.
- 34. **Cultural Competence:** Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
- 35. **Resistance Skills:** Young person can resist negative peer pressure and dangerous situations.
- 36. **Peaceful Conflict Resolution:** Young person seeks to resolve conflict nonviolently.

<http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18>

# Internal Assets: Positive Identity

37. **Personal Power:** Young person feels he or she has control over "things that happen to me."
38. **Self-Esteem:** Young person reports having a high self-esteem.
39. **Sense of Purpose:** Young person reports that "my life has a purpose."
40. **Positive View of Personal Future:** Young person is optimistic about her or his personal future.

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# How will developmental assets help?

- Through an initial psychosocial assessment (or a similar tool) we can look at areas the child is lacking and what areas they have strengths.
- In addition to the assessment we can use the developmental assets guide to identify potential care planning goals.
- If a child does not have this asset in their daily life, how can you incorporate it?
- As the child builds these assets, re-evaluate the child's score and see how much progress they are making.

# Thank you

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