

Positive Youth Development and Resiliency

Handout 3A: Anthony and James Case Study – Part One

James has been mentoring Anthony for about five months. Anthony is a 16-year old whose family was living with his uncle, Chris, until his uncle became incarcerated about eight months ago. James and Anthony have already developed a pretty solid relationship, due mostly to James's use of PYD techniques. Anthony tells match support staff that he feels James really gets him and wants the best for him. He says that James helps him see the good things about himself and his environment, even though his uncle Chris' incarceration has caused some pretty concerning situations to deal with.

Anthony, his younger brother, Kane, and his mother had been living at his Chris' house for the past year. The family had moved in was when Anthony's mother hurt her back and could no longer work. Since she couldn't work, there was no money to pay the rent. Moving to Chris' apartment meant that Anthony would attend a different school.

Anthony has never had a strong relationship with Chris, who is now out on probation. Anthony has told James that Chris is lazy, always orders Anthony and his mom around, and constantly reminds them of the favor he is doing them by letting them stay in his apartment. Chris has his buddies over a lot, and Anthony has overheard them talking more than once about robbing a few places so they can take a trip together. Chris works on a construction crew but not steadily.

James has noticed that Anthony has been short-tempered and tired recently. He doesn't seem to want to talk much but hasn't lost his interest in music. He still choreographs dance moves and makes videos. Since the move required him to change schools, Anthony

hasn't yet joined the new school's marching band or jazz band.

Anthony has expressed anger about having to possibly move again. He's concerned too that if his mother gets a second job, he will have to take care of his younger brother more and won't be able to do the things he likes to do: drums, dance choreography, making videos. He agrees, with some reluctance, that if he can keep his grades up he will be able to go to college. Anthony has been talking about getting a job so he has money for the things he wants to have and to help his mom, but he's not sure he'll have enough time for all that.

What internal assets does Anthony have?

What are Anthony's external assets?

What do you think are some of Anthony's interests?

What aspirations might Anthony have?

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Handout 3B: 40 Developmental Assets (Search Institute)



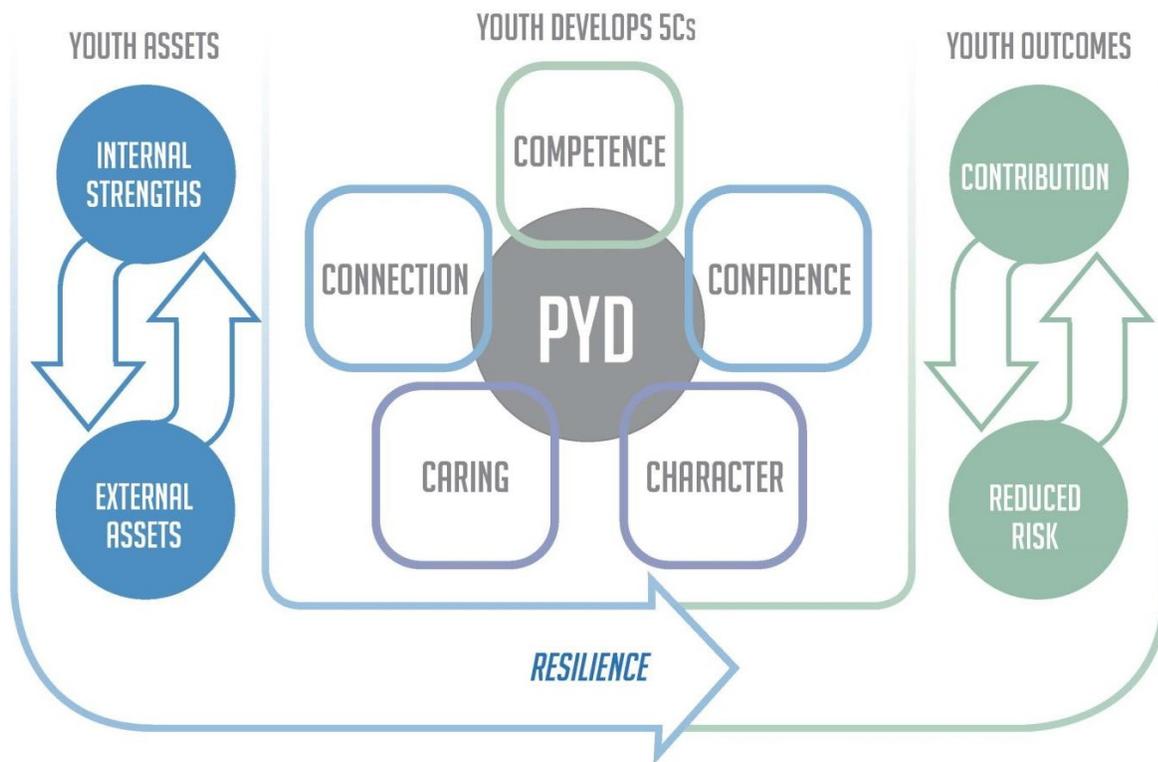
40 Developmental Assets® for Adolescents (ages 12-18)

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

External Assets	Support	<ol style="list-style-type: none"> 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 young person succeed in school. 	
	Empowerment	<ol style="list-style-type: none"> 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. 	
	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.	
	Constructive Use of Time	16. High expectations —Both parent(s) and teachers encourage the young person to do well.	
		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 the community.	
		19. Religious community —Young person spends one or more hours 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.	
	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.
		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.			
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.	
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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Positive Youth Development and Resiliency



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Handout 3D: Mentor Assessment

- 1. Using the Positive Youth Development (PYD) approach to mentoring, which statement best represents the mentor's role?**
 - a. Identifying each youth's assets, nurturing them, and using them to support youth in developing in other areas.
 - b. Turning negative behaviors to positive behaviors.
 - c. Arranging activities that are in the mentee's area of interest.

- 2. What are three things you can do to use PYD with your mentee?**
 - a. Provide a caring relationship
 - b. Resolve family challenges
 - c. Provide high expectation messages
 - d. Facilitate meaningful participation

- 3. Which are the 5Cs of PYD?**
 - a. Competence
 - b. Collaboration
 - c. Confidence
 - d. Character
 - e. Caring
 - f. Creativity
 - g. Connection

- 4. Which four actions are ways for you as a mentor to apply PYD with your mentee?**
 - a. Use positive asset inventory list with the mentee.
 - b. Discuss reasons for problematic behavior and the consequences.
 - c. Brainstorm with your mentee the things that he/she could be doing better.
 - d. Hold conversations with the youth, depending on level of maturity and readiness, about the assets.
 - e. Plan activities, outings, and exposure to people and resources that will continue to strengthen the positives.
 - f. Provide time and transportation to visit the incarcerated family member.
 - g. Acknowledge the mentee's growth, and discuss ways these assets can be applied to other areas of interest and development needs.

- 5. Resilience is both a positive asset that a mentee can develop and an ability to adapt to traumatic situations. True or False?**

- 6. As a result of PYD, the expected outcomes for mentees are reduced risks and contribution to society. True or False?**

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Handout 3D: Mentor Assessment (Answer Key)

1. **Using the Positive Youth Development (PYD) approach to mentoring, which statement best represents the mentor's role?**
 - a. Identifying each youth's assets, nurturing them, and using them to work support youth in developing in other areas.
 - b. Turning negative behaviors to positive behaviors.
 - c. Arranging activities that are in the mentee's area of interest,

2. **What are three things you can do to utilize PYD with your mentee?**
 - a. Provide a caring relationship
 - b. Resolve family challenges
 - c. Provide high expectation messages
 - d. Facilitate meaningful participation

3. **Which are the 5Cs of PYD?**
 - a. Competence
 - b. Collaboration
 - c. Confidence
 - d. Character
 - e. Caring
 - f. Creativity
 - g. Connection

4. **Which four actions below are ways for you as a mentor to apply PYD with your mentee?**
 - a. Use positive asset inventory list with the mentee.
 - b. Discuss reasons for problematic behavior and the consequences.
 - c. Brainstorm with your mentee the things that he/she could be doing better.
 - d. Hold conversations with the youth, depending on level of maturity and readiness, about the assets.
 - e. Plan activities, outings and exposure to people and resources that will continue to strengthen the positives.
 - f. Provide time and transportation to visit the incarcerated family member.
 - g. Acknowledge the mentee's growth, and discuss ways these assets can be applied to other areas of interest and development needs.

5. **Resilience is both a positive asset that a mentee can develop and an ability to adapt to traumatic situations. True or False?**

6. **As a result of PYD, the expected outcomes for mentees are reduced risks and contribution to society. True or False**