



RAISING RESILIENT TEENS

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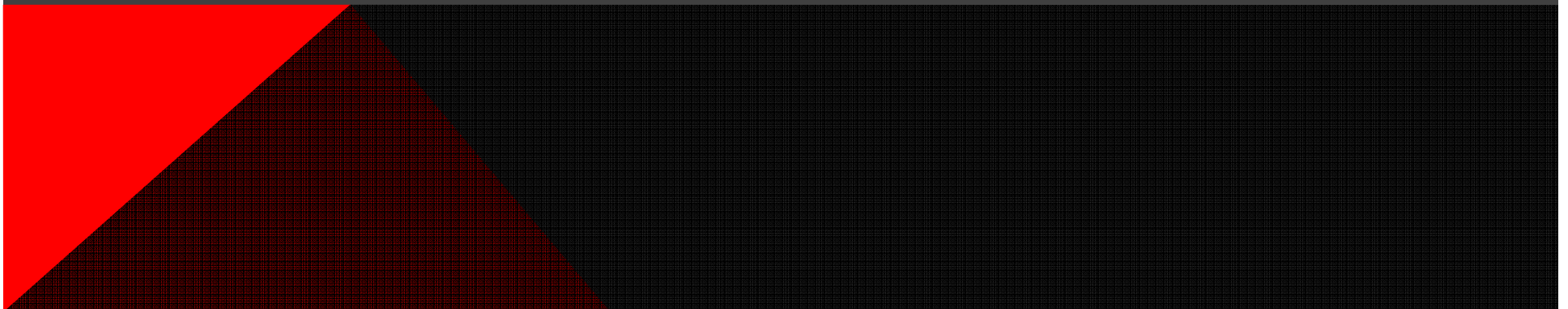
LEARNING OBJECTIVES

- I. What is Resiliency?
- II. Overview of 40 Developmental Assets
- III. Power of the Research
- IV. Where do I start?
- V. Where do we go next?

WHAT IS RESILIENCY?

The ability to adapt and thrive despite adversity, trauma, tragedy, threats or stress.

Resiliency involves behaviors that can be developed. It is not a trait that an individual either has or doesn't have.



A diamond is just a piece of charcoal that handled stress exceptionally well.



40 DEVELOPMENTAL ASSETS

Search Institute www.search-institute.org



WHAT ARE DEVELOPMENTAL ASSETS?

“40 research-based positive qualities that influence young people’s development, helping them become caring, responsible, and productive adults.”

www.search-institute.org



PROBLEM BASED APPROACH VS ASSETS BUILDING

- Problem focus
 - Reactive
 - Blaming
 - Crisis Management
 - Competition
 - Despair
- Positive focus
 - Proactive behavior
 - Claiming responsibility
 - Vision building
 - Cooperation
 - Hope

EXTERNAL ASSETS (1-20)

SUPPORT:

- Family support, positive family communication, other adult relationships, caring neighborhood, caring school climate and parent involvement in schooling

EMPOWERMENT:

- Community values youth, youth as resources, service to others and safety

BOUNDARIES AND EXPECTATIONS:

- Family boundaries, school boundaries, neighborhood boundaries, adult role models, positive peer influence and high expectations.

CONSTRUCTIVE USE OF TIME:

- Creative activities, youth programs, religious community and time at home.

INTERNAL ASSETS (21-40)

COMMITMENT OT LEARNING:

- Achievement motivation, school engagement, homework, bonding to school and reading for pleasure.

POSITIVE VALUES:

- Caring, equality and social justice, integrity, honesty, responsibility and restraint.

SOCIAL COMPETENCIES;

- Planning and decision making, interpersonal competence, cultural competence, resistance skills and peaceful resolution.

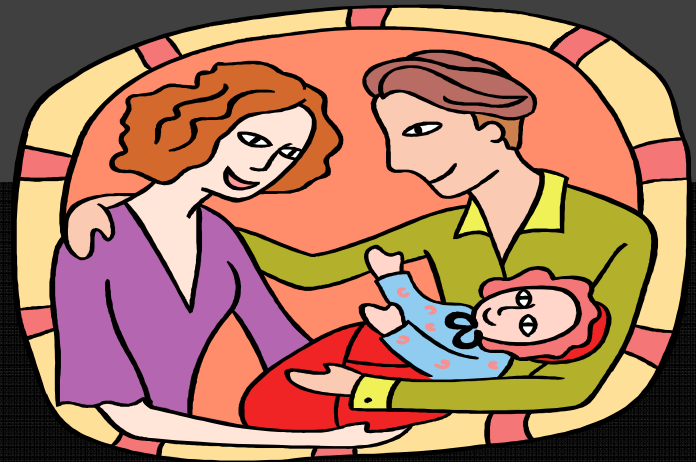
POSITIVE IDENTITY:

- Personal power, self-esteem, sense of purpose, and positive value of personal future.

EXTERNAL ASSETS

The first 20 Developmental Assets focus on positive experiences that young people receive from the individuals and institutions in their lives. The four categories of external assets included in the framework are:

- Support
- Empowerment
- Boundaries and expectations
- Constructive use of time



SUPPORT

Young people need to experience support, care, and love from their families, neighbors, and many others. They need organizations that provide positive, supportive environments.



SUPPORT ASSETS 1-6

- Family Support
- Positive Family Communication
- Other Adult Relationships
- Caring Neighborhood
- Caring School Climate
- Parent Involvement in Schooling

EMPOWERMENT

Young people need to be valued by their community and have opportunities to contribute to others. For this to occur, they must be safe and feel secure.



EMPOWERMENT ASSETS

7-10

- Community Values Youth
- Youth as Resources
- Service to Others
- Safety

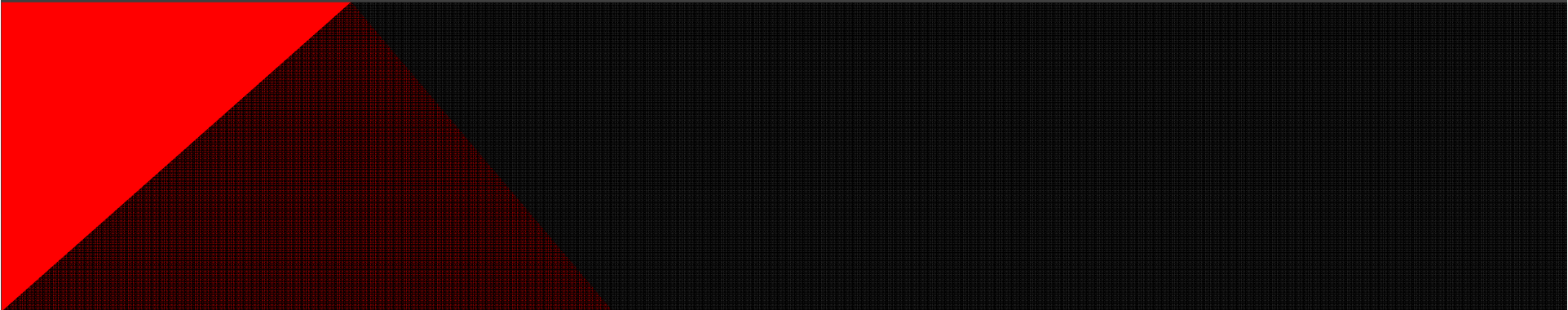
BOUNDARIES AND EXPECTATIONS

Young people need to know what is expected of them and whether activities and behaviors are “in bounds” and “out of bounds”.



BOUNDARIES AND EXPECTATIONS

ASSETS 11-16

- Family Boundaries
 - School Boundaries
 - Neighborhood Boundaries
 - Adult Role Models
 - Positive Peer Influence
 - High Expectations
- 

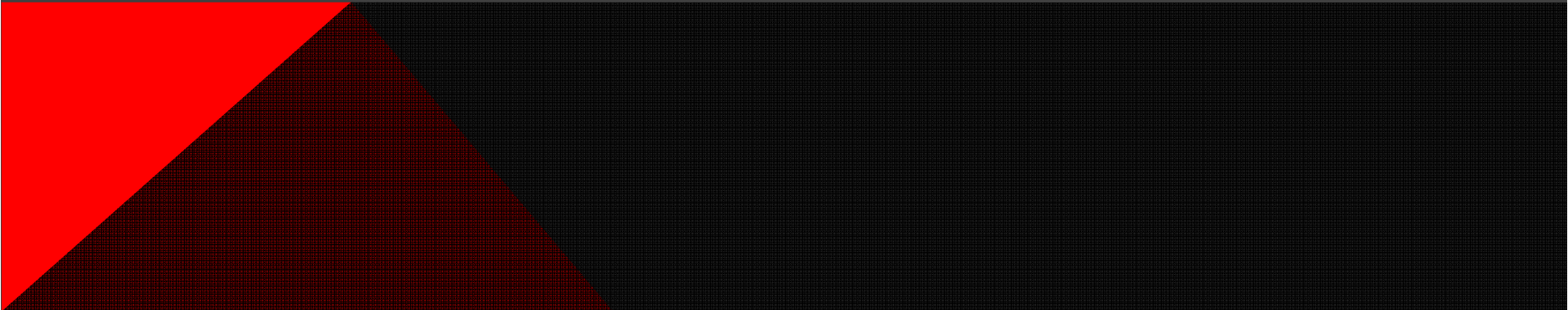
CONSTRUCTIVE USE OF TIME

Young people need constructive, enriching opportunities for growth through creative activities, youth programs, congregational involvement, and quality time at home.



CONSTRUCTIVE USE OF TIME ASSETS

17-20

- Creative Activities
 - Youth Programs
 - Religious Community
 - Time at Home
- 

INTERNAL ASSETS

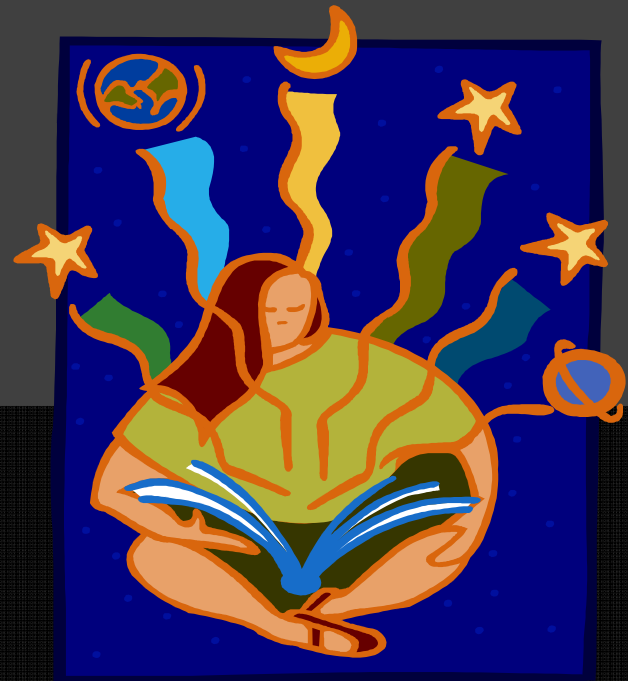
Internal Assets focus on nurturing the internal qualities that guide choices and create a sense of centeredness, purpose, and focus. There is an attempt to shape internal dispositions that encourage wise, responsible, and compassionate judgments. The four categories of internal assets are:

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



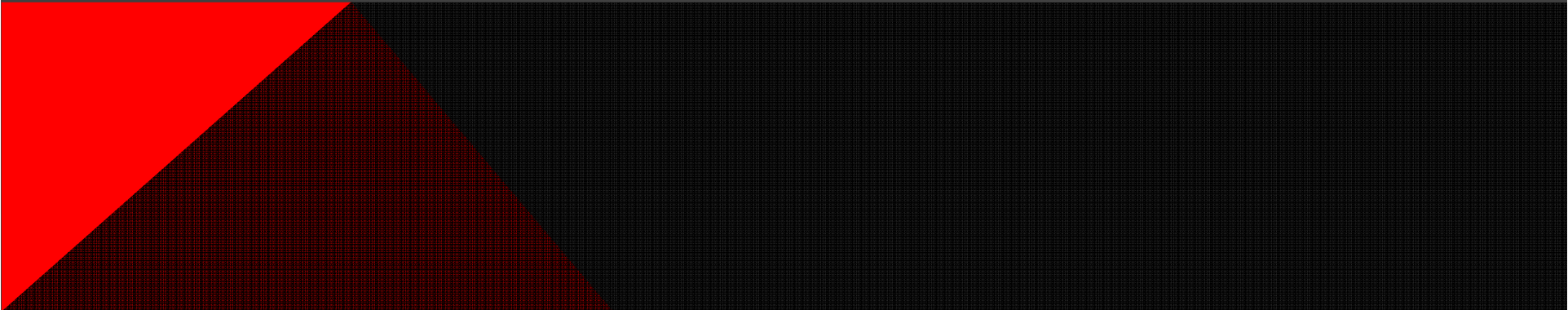
COMMITMENT TO LEARNING

Young people need to develop a lifelong commitment to education and learning.



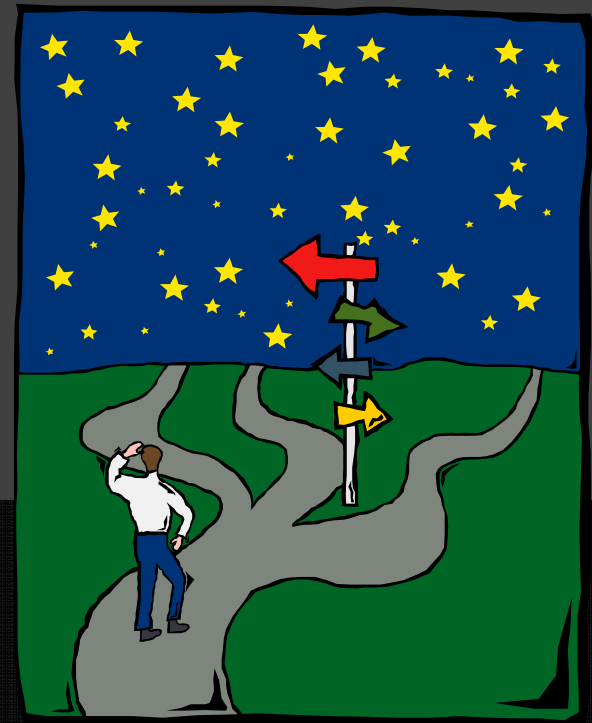
COMMITMENT TO LEARNING ASSETS

21-25

- Achievement Motivation
 - School Engagement
 - Homework
 - Bonding to School
 - Reading for Pleasure
- 

POSITIVE VALUES

Youth need to develop strong values that guide their choices.



POSITIVE VALUE ASSETS

26-31

- Caring
- Equality and Social Justice
- Integrity
- Honesty
- Responsibility
- Restraint

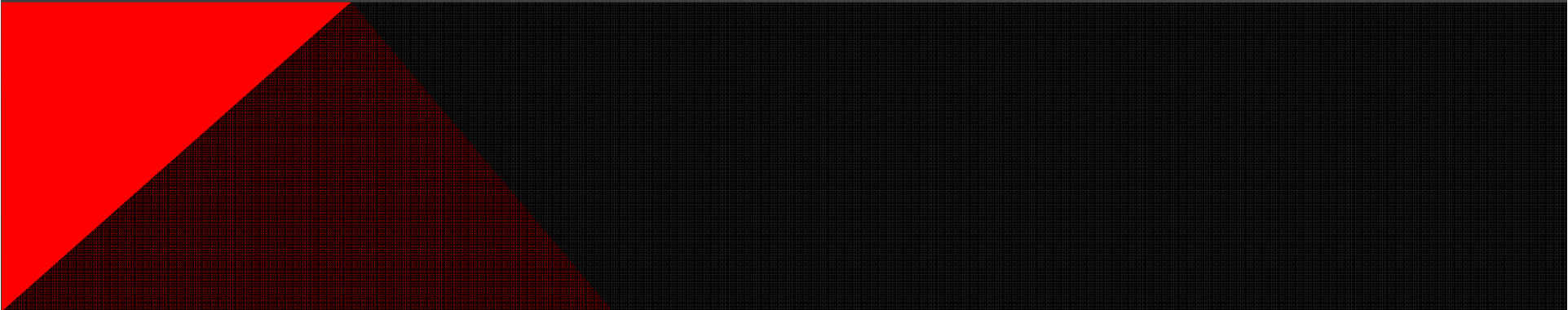
SOCIAL COMPETENCIES

Young people need skills and competencies that equip them to make positive choices, to build relationships and to succeed in life.



SOCIAL COMPETENCIES ASSETS

32-36

- Planning and Decision-Making
 - Interpersonal Competence
 - Cultural Competence
 - Resistance Skills
 - Peaceful Conflict Resolution
- 

POSITIVE IDENTITY

Young people need a strong sense of their own power, purpose, worth, and promise.



POSITIVE IDENTITY ASSETS

37-40

- Personal Power
- Self-Esteem
- Sense of Purpose
- Positive View of Personal Future

POWER OF THE RESEARCH

www.search-institute.org

RESEARCH



	0-10 Assets	11-20 Assets	21-30 Assets	31-40 Assets
Alcohol use	53%	30%	11%	3%
Drug	42%	19%	6%	1%
Sex	33%	21%	10%	3%
Violence	61%	35%	16%	6%

Based on surveys of almost 100,000 6th to 12th grade youth in 213 towns and cities in the US during 1996-97 school year. (Search Institute)



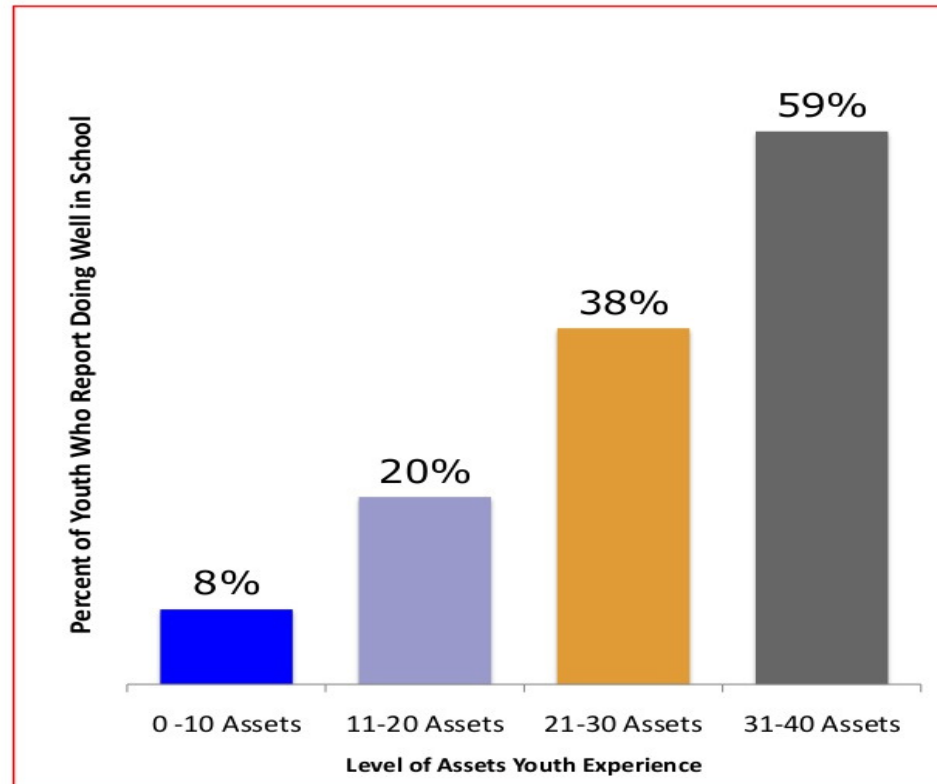
Assets and School Success

THE BOTTOM LINE: The more Developmental Assets* youth report, the more likely they are to do well in school.

DEFINITION: Youth who report that they get mostly A's on their report card.

SOURCE: Surveys of 89,000 U. S. youth, grades 6 to 12, in 2010. See [A Fragile Foundation: The State of Developmental Assets Among American Youth](#)

SURVEY: [Profiles of Student Life: Attitudes and Behaviors](#)



* Developmental Assets are supports, strengths, and non-cognitive skills they experience in themselves, their families, their schools, and their communities.



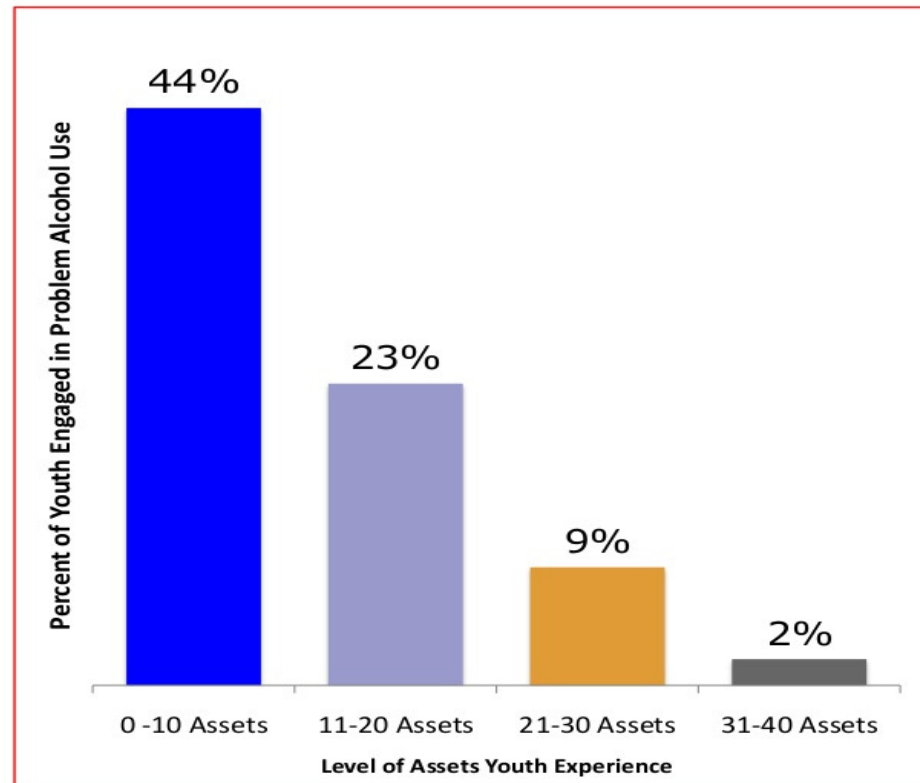
Assets and Underage Drinking

THE BOTTOM LINE: The more Developmental Assets youth report, the less likely they are to engage in problem alcohol use.

DEFINITION: Youth who have used alcohol three or more times in the past 30 days or have gotten drunk once or more in the past two weeks.

SOURCE: Surveys of 89,000 U. S. youth, grades 6 to 12, in 2010. [See A Fragile Foundation: The State of Developmental Assets Among American Youth](#)

SURVEY: [Profiles of Student Life: Attitudes and Behaviors](#)



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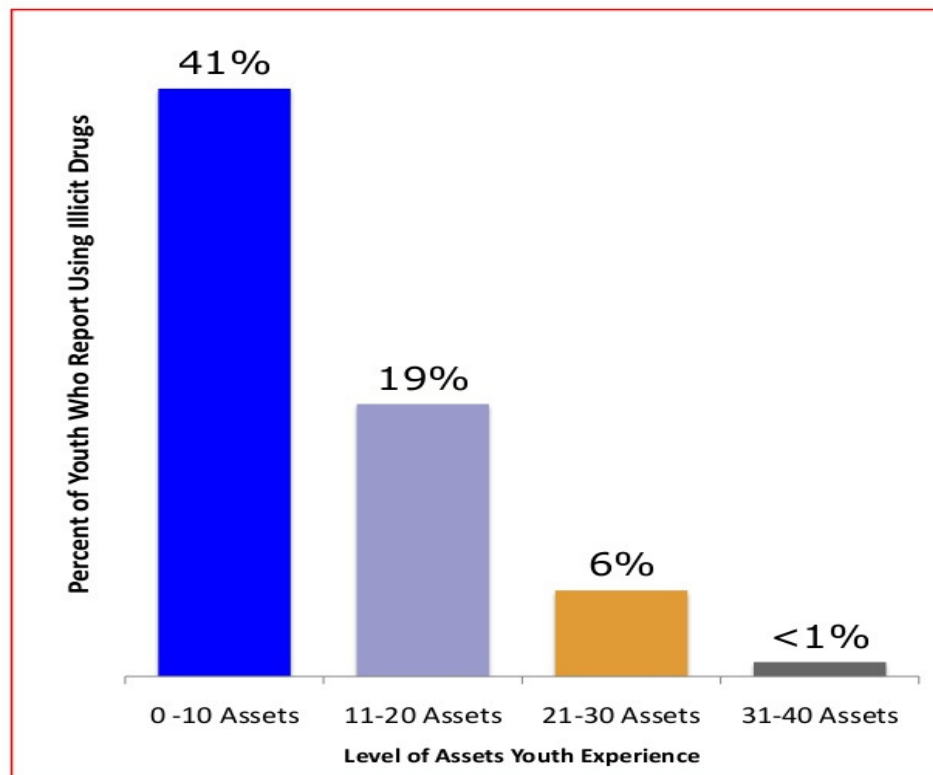
Assets and Illicit Drug Use

THE BOTTOM LINE: The more Developmental Assets youth report, the less likely they are to report using illicit drugs.

DEFINITION: Youth who report that they have used illicit drugs (such as marijuana, cocaine, LSD, PCP or angel dust, heroin or other narcotics, amphetamines) three or more times in the past 12 months.

SOURCE: Surveys of 89,000 U. S. youth, grades 6 to 12, in 2010. See [A Fragile Foundation: The State of Developmental Assets Among American Youth](#)

SURVEY: [Profiles of Student Life: Attitudes and Behaviors](#)



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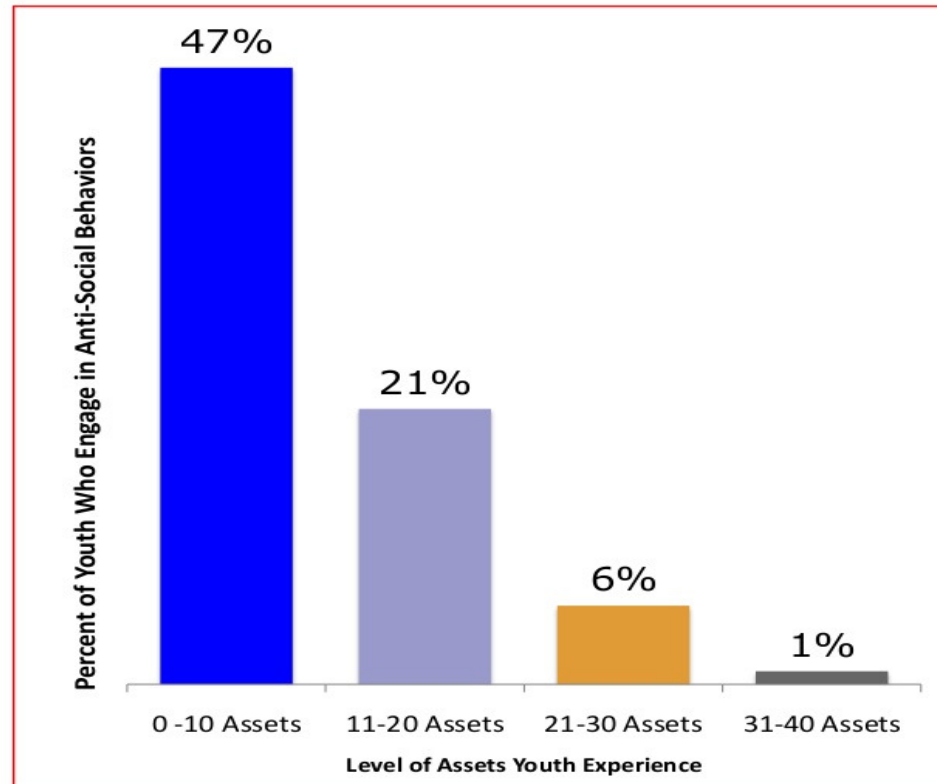
Assets and Anti-Social Behavior

THE BOTTOM LINE: The more Developmental Assets youth report, the less likely they are to be involved in anti-social behaviors.

DEFINITION: Youth who have been involved in three or more incidents of shoplifting, trouble with police, or vandalism in the past 12 months.

SOURCE: Surveys of 89,000 U. S. youth, grades 6 to 12, in 2010. See [A Fragile Foundation: The State of Developmental Assets Among American Youth](#)

SURVEY: [Profiles of Student Life: Attitudes and Behaviors](#)



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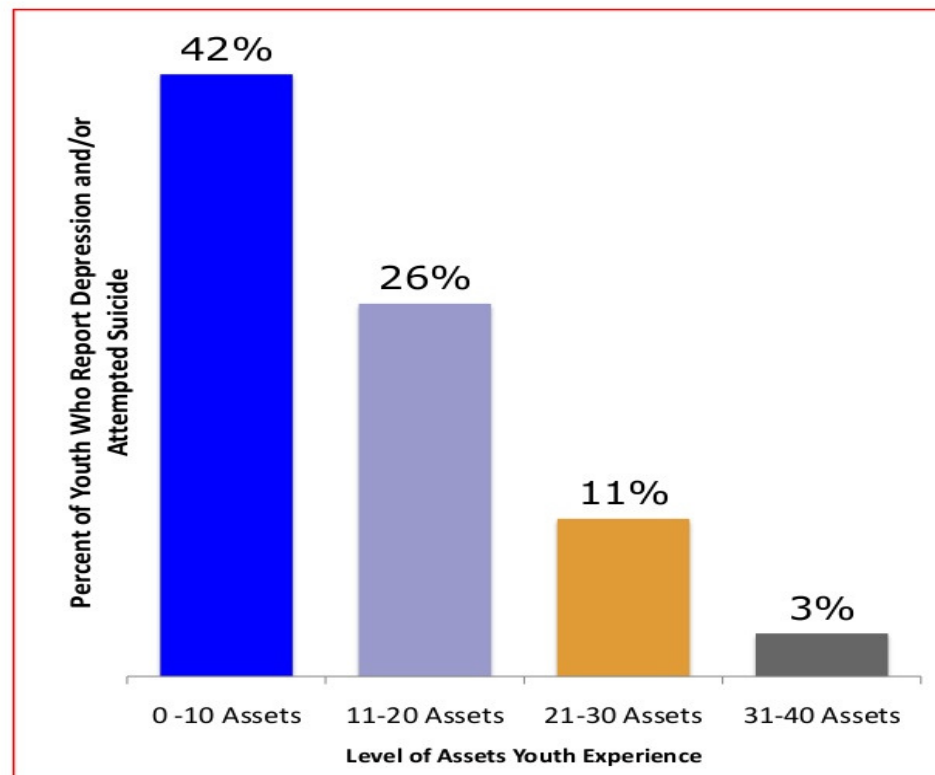
Assets & Depression/ Attempted Suicide

THE BOTTOM LINE: The more Developmental Assets youth report, the less likely they are to report being depressed or having attempted suicide.

DEFINITION: Youth who report that they are frequently depressed and/or have attempted suicide.

SOURCE: Surveys of 89,000 U. S. youth, grades 6 to 12, in 2010. See [A Fragile Foundation: The State of Developmental Assets Among American Youth](#)

SURVEY: [Profiles of Student Life: Attitudes and Behaviors](#)



* Developmental Assets are supports, strengths, and non-cognitive skills they experience in themselves, their families, their schools, and their communities.

WHERE DO I START?

www.parentfurther.com

- Become an Asset Builder
- Positive Values (6 critical assets)
- Developmental relationships

BECOME AN ASSET BUILDER

**... you make
a difference**



- SUPPORT young people with your caring and attention!
- EMPOWER them to use their abilities to help others!
- Set reasonable BOUNDARIES and have high EXPECTATIONS!
- Help them find activities that make CONSTRUCTIVE USE of their TIME!
- Spark their COMMITMENT TO LEARNING!
- Guide them toward a life based on POSITIVE VALUES!
- Help them develop SOCIAL COMPETENCIES and life skills!
- Celebrate their uniqueness and affirm their POSITIVE IDENTITY!

FOCUS ON POSITIVE VALUES (26-31)

Researchers have discovered that the six positive values are associated *with higher levels of positive behavior, better problem-solving skills, better critical-thinking skills, increased conflict-resolution skills, decreased likelihood of having premature sexual intercourse, having fewer friends who make bad choices, great competence, and higher grades and test scores.*¹

¹ Peter Scales and Nancy Leffert, [*Developmental Assets: A Synthesis of the Scientific Research on Adolescent Development*](#) (Minneapolis, MN: Search Institute, 2004).

DEVELOPMENTAL RELATIONSHIPS ARE KEY!

Express CARE (Show that you like me and want the best for me.)

CHALLENGE Growth (Insist that I try to continuously improve.)

Provide SUPPORT (Help me complete tasks and achieve goals.)

Share POWER (Hear my voice and let me share in making decisions.)

Expand POSSIBILITIES (Expand my horizons and connect me to opportunities.)

BEGIN THE CONVERSATION



GETTING THROUGH TO TEENS

HOW TO DECREASE CONFLICT, SHARE
YOUR VALUES AND NOT LOSE YOUR MIND IN
THE PROCESS
SCHOOL-BASED YOUTH SERVICES,
HUNTERDON BEHAVIORAL HEALTH

DECREASING CONFLICT/SHARING VALUES

When it comes to influencing kids, a relationship-based approach is much more powerful than an over-reliance on rules and consequences.

~ The truth about consequences is that they don't work very well; they may change behavior in the moment, but they don't create the emotional scaffolding necessary to support positive self-image and decision-making.



“NOT LOSING YOUR MIND”

“Parenting is not about kids ~ it’s about parents.”

It’s about our own emotional maturity, our belief systems, our families of origin; therefore, the best parenting tool is a mirror. As our kids evolve, we, too, must evolve, to make room for the young adults who will soon be living with us.



DECREASE CONFLICT BY:

Giving some trust and freedom ~ Teens are designed to crave freedom and knee-jerk restrictions only create unnecessary friction; unless there has been a huge mistake recently, the default answer should be “yes”. (If there has been a huge mistake recently, allow the teen to make reparations, then another opportunity to do the right thing).

Avoiding capricious punishments ~ Punishments lead kids to feel disinclined to work with you, and they don't teach kids anything, except to be angry with parents. Make no mistake: it may feel good for the moment, but every time you capriciously punish, you throw some of your real influence with your kid out the window.

Getting your priorities straight: A clean room is not as important as good grades, and good grades are not as important as staying away from drugs. Attempts to spit-shine the fine points will bite both of you.

DECREASE CONFLICT BY:

Focusing less on what kids do and more on who they are: It's easy to get caught up in "How was the history exam?" and "How was practice?" But we need to ask simply "How are you?" much more often. Kids often feel like they are being evaluated by parents; this takes a toll almost every time.

Respecting kids: This is pure gold, and will pay you back ten times over. Good behavior from kids almost always stems from respect for parents, not consequences. We respect kids by allowing them some privacy, listening well, and validating their viewpoints. And PS – angry teens deserve respect too; a parent who is able to show respect to an angry teenager just bought rent inside that kid's head.

DECREASE CONFLICT BY:

Learning to listen: Also pure gold. Listening is not waiting your turn to speak; it's a genuine presence that does not interrupt, judge, criticize, flip or offer unwanted advice. "Don't just do something ~ stand there." Try to set aside two things when you listen to your teen: your fears and your agenda; in your efforts to pay attention to these, you will not hear your kid.

Expecting mistakes: One of the most powerful and healing things a parent can say to a child is, "Oops ~ try again." The tendency is to hash and rehash with kids the mistakes they make – just to be sure they "get it". Guess what: most of the time, they already got it; and the rehashing is just another thing that pushes them away from us.

DECREASE CONFLICT BY:

Attributing to kids the best possible motive consistent with the facts: Unless there is evidence to the contrary, assume an innocent explanation. Kids will move towards what they see reflected in your eyes; treating your teen like a good kid who just made an error in judgment helps to create that good kid.



SHARING VALUES/INFLUENCING TEENS

We need to spend less time telling kids what we believe, and more time helping them to be curious about why they believe what they do. *

~Paradoxically, this puts our voice into their head; questions like “What factors played a role in your decision?” and “Is this issue a 100% thing for you, or are you split 60/40%?” help to create the kind of dialogue in which our influence can be heard by kids.

~Rather than teach them to comply ~ teach them to think.

*B. Sachs



SHARING VALUES/INFLUENCING TEENS

Influence by acknowledging your lack of it.

- ~ “If I catch you smoking, you’ll be in big trouble!” essentially dares your kid.
- ~ “I get scared when I realize that I can’t control you anymore; it makes me really upset to think about you smoking.” buys you rent inside your kid’s head.

Influence by saying, “I don’t understand.”

“No, I don’t get it – help me understand why this is so important to you.” is a highly effective way to improve communication.

SHARING VALUES/INFLUENCING TEENS

Influence by leaving your spin out of it. As soon as our warnings slide into agenda, teens stop listening. The key to influence is this: you can tell teens what you believe as long as you don't tell them what they must believe. *

~ Don't lose so much sleep – 9 times out of 10, they come around to reflect your values anyway; so in forcing and arguing, you are fighting a battle you have probably already won and don't know it yet. *Kirschenbaum



SHARING VALUES/INFLUENCING TEENS

Influence by asking permission: By asking permission to offer your opinion, you will be allowed in on many more issues than would ever be the case if you forced them to listen to you.

~ “I’m not going to try to be the boss at all, but could I get your permission to just weigh in on this?”

But fair play means no badgering: state your opinion and leave it at that.



HOW NOT TO LOSE YOUR MIND

Remember that the impact you have as a parent is not about what your kids do; it's about what YOU do."

~ It's about our beliefs on punishment, retribution, score-keeping, power....so whether he takes out the trash or she is a little fresh is not as important as how you handle that.

Learn to view teen behavior as "map-making"*: Rather than hand teens your map – help them create their own.

* Kirschenbaum and Foster



SHARING VALUES/INFLUENCING TEENS

Recognize the need for the evolution of the family. *

“Having a teenager in the family is like having a canary in the mineshaft.” *

~The goal of teen behavior is not to break apart the family, it's to rebuild it – to make room for the young adults who will soon live there.

~ Relationships must unlock & shift, as parents and teens find new ways of connecting, and boundaries must be re-negotiated.

~ So when everything suddenly feels like a funhouse – floors and mirrors changing – take heart: your family is evolving.

You don't have to feel as afraid as you do ~ there is a function to teen behaviors.

**B Sachs*



FINAL THOUGHT

If your teenager keeps his room messy, likes loud music, gets mediocre grades
and gives attitude.....

If he does these things, he's like other teenagers.

*~ And if he's like other teenagers when he's a teenager,
he'll be like other adults when he's an adult.*



REFERENCES

The Good Enough Teen – Brad Sachs

How to Talk So Teens Will Listen and Listen So Teens Will Talk – Faber & Mazlish

Parent-Teen Breakthrough: The Relationship Approach – Kirschenbaum & Foster

Unconditional Parenting – Alfie Kohn

Get Out of My Life – But First, Will You Drive Me and Cheryl to the Mall? – Wolfe

I'm Not Mad – I Just Hate You! – Cohen-Sandler

Trust Me, Mom – Everyone Else is Going – Cohen-Sandler

“LET’S LISTEN”

Annoyed by “disrespect” and “attitude” Frustrated by conversations that always seem to end in arguments? Saddened by attempts to connect that never seem to work?

Join us next week for the 4th Annual “Let’s Listen” program! Listen in as area teens talk with adults about communication, values, grades, responsibilities and making mistakes.

Thursday, Feb 26th

6:30 PM, Little Theater

Co-sponsored by School-Based Youth Services and HC National Honor Society

