

The administrators, faculty, and staff of the Greater Latrobe School District view the youth of the Greater Latrobe area as resources to be developed and protected. To facilitate this initiative, a group called the Greater Latrobe Asset Developers (GLAD) was formed. GLAD includes parents, students, GLSD, and many community groups and agencies.

GLAD focuses on developing assets in all students. Assets promote positive behaviors – choices and actions that help students grow and thrive. Asset development is fostered through relationship-building between students, parents, teachers, staff, administrators, and community members. GLAD encourages you to become involved in building assets for your student. Please contact your Guidance Department or Principals' Office for more information.

40 Developmental Assets

Search Institute has identified the following building blocks of development that help young people grow up to be healthy, caring, and responsible.

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.
3. Other Adult Relationships – Young person receives support from three or more non-parent 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.

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.

Boundaries and 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.

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 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 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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