

# Engage Your Staff & Students to Build Assets



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Used with permission as part of the *Essentials of Asset Building* Training of Trainers workshop.  
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**NEBRASKA**  
DEPARTMENT OF EDUCATION

## Nebraska ELO

### Innovation Invitational

Tuesday, March 5, 2024 | Lincoln, NE

#### Today's Materials

Welcome



#### ELO Innovation Invitational

- Today's materials available at
  - <https://bit.ly/NE-ELO>
  - <https://tinyurl.com/2024-NE-ELO>

#### Stay Connected!

- [Sign Up for the Fine Arts Education Mailing List!](#)
- [Sign up for the Whole Child Newsletter!](#)

2:15 PM - 3:00 PM

Engage Your Staff and Students to Build Assets

Room A3

#### Engage Your Staff and Students to Build Assets

- Presentation
  - [Engage Your Staff and Students to Build Assets](#) Slide Deck
  - [Engage Your Staff and Students to Build Assets](#) Speaker's Notes
- Materials for this Session
  - [Search Institute's Handouts](#)
- Links to Resources Shared
  - [Search Institute's 40 Developmental Assets](#)
  - [Nebraska Youth Risk Behavior Survey](#)
  - [Search Institute's Keep Connected Resources](#)

*As afterschool providers, we want to see youth succeed in school, treat others with respect, maintain a healthy lifestyle, and become strong leaders. We are also optimistic they will avoid risky behaviors. But how can we help insure those outcomes? By building assets!*



#### NDE Healthy Schools Resources

Nebraska Network of Care for Behavioral

Nebraska Network of Care for Behavioral Health  
The mission of the Nebraska Network of Care for Behavioral



## Materials Available at

- <https://tinyurl.com/2024-NE-ELO>
- <https://bit.ly/NE-ELO>



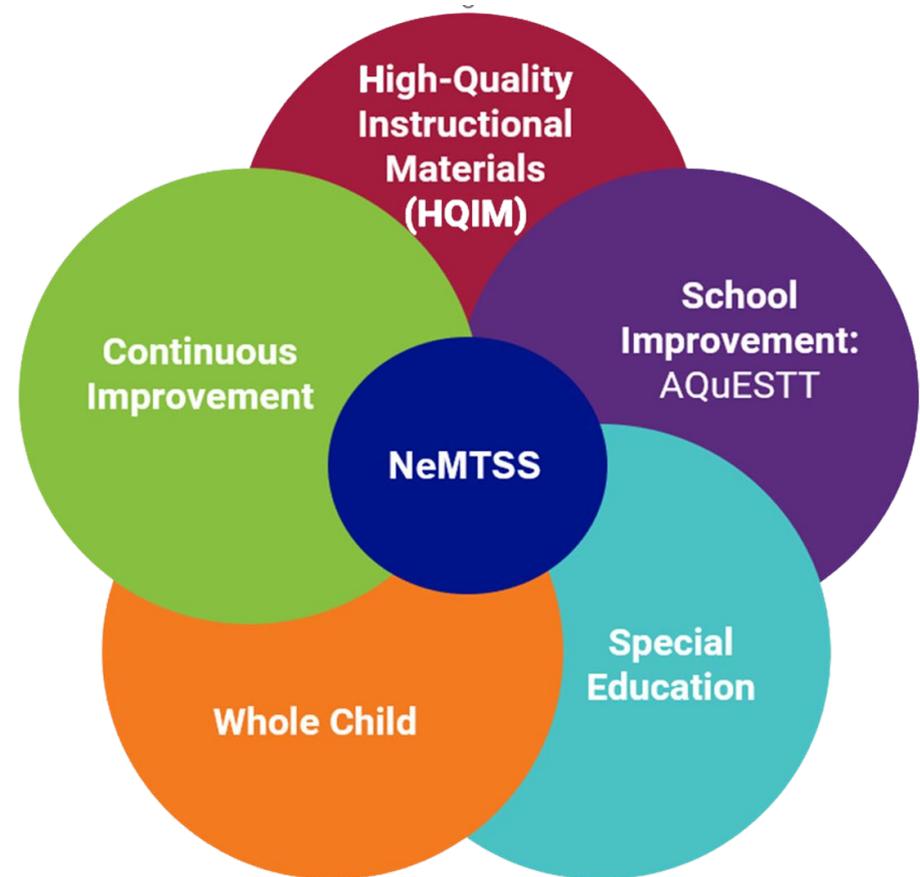
# Nebraska Department of Education



The mission of the Nebraska Department of Education is to lead and support the preparation of all Nebraskans for learning, earning, and living.

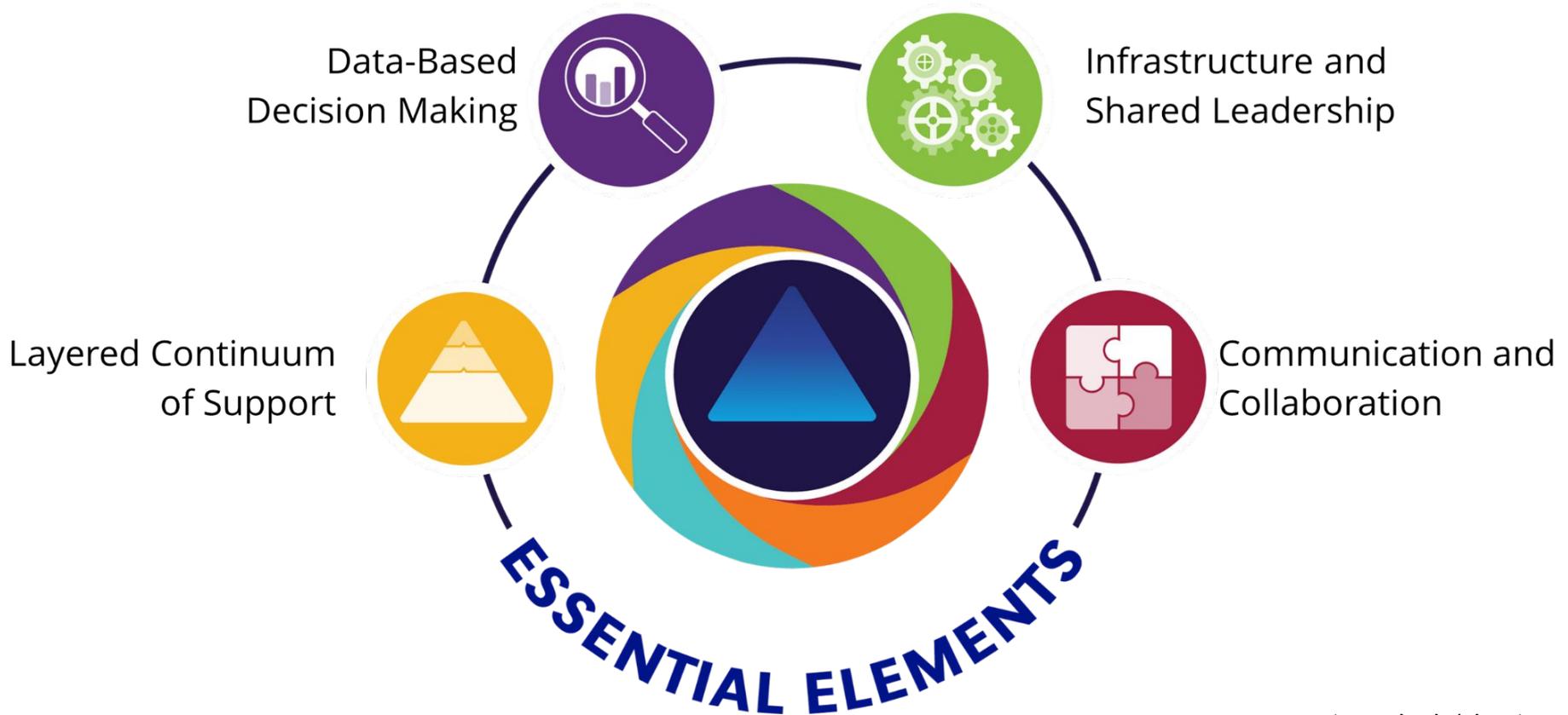
# Nebraska's Multi-Tiered Systems of Support

Strengthen coherence across NDE Offices, improving the communication and services in the name of supporting student achievement and enhancing their educational outcomes.



[nemtss.unl.edu](http://nemtss.unl.edu)

# NeMTSS Essential Elements



[nemtss.unl.edu/about](http://nemtss.unl.edu/about)



# Office of Coordinated Student Support Services



## Whole School, Whole Community, Whole Child Model



Created based on the Whole School, Whole Community, Whole Child Model.

- Developed by ASCD and adopted by CDC in 2014.
- Evolution of the Coordinated School Health model
- Coordinate and collaborate among component areas
- Facilitate awareness of student need
- Leverage resources
- Reduce program duplication and fill gaps

# What's your first impression? What would you guess about each person?



# How did your first impression compare to reality?



Frank Anderson, Ballet Dancer



Ali Sabur, College Professor at age 18



Jennifer Doudna, Nobel Winner in Biochemistry



Jennifer Welter  
Professional Football Player



Levon Helm  
Rock Band Drummer

# Characteristics of an Asset Builder Activity

**Step 1:** Think about someone who was or is an asset builder in your life. They have made a positive impact on you!

**Step 2:** Record on the notecard what it was about that person that allowed/allows them to have that kind of positive impact in your life?

\*\* Note, if you do not want to identify a specific person, it is an option write down what kind of person would make a positive impact on lives.

**Step 3:** Share in the chat



# Workshop Overview

## Learning Objectives

- Understand Search Institute's framework of Developmental Assets and the role of individual asset builders;
- Identify the general characteristics of effective asset builders and their own personal areas of strength and challenge;
- Understand the concept of "circles of influence" and identify the circles in which they have the greatest potential for personal asset-building impact;
- Explore barriers to being an individual asset builder and strategies for moving toward action; and
- Make & share a personal action commitment to asset-building action

## Agenda

- The Developmental Assets Framework
- Exploring the Assets
- Characteristics of an Asset Builder
- Circles of Influence
- Overcoming Barriers: Moving toward Action
- Who We Are, What We Value & What We'll Do

# Principles of Asset Building

- All young people need assets
- Everyone can build assets
- Relationships are key...
  - *It's about people more than programs*
- Asset building is an ongoing process
  - *Start where you can*
  - *Small steps make a big difference*
- Consistent messages are crucial
- Repetition is important
  - *It's cumulative—little things add up*
- Start early...and it's never too late

# Two Types of Assets

- External Assets

- *The supports, opportunities, and relationships young people need across all aspects of their lives.*

- Internal Assets:

- *The personal skills, commitments, and values they need to make good choices, take responsibility for their own lives, and be independent and fulfilled.*

# External Assets



Support



Empowerment



Boundaries &  
Expectations



Contructive Use of Time

# Internal Assets



Commitment to Learning



Positive Values



Social Competencies



Positive Identity



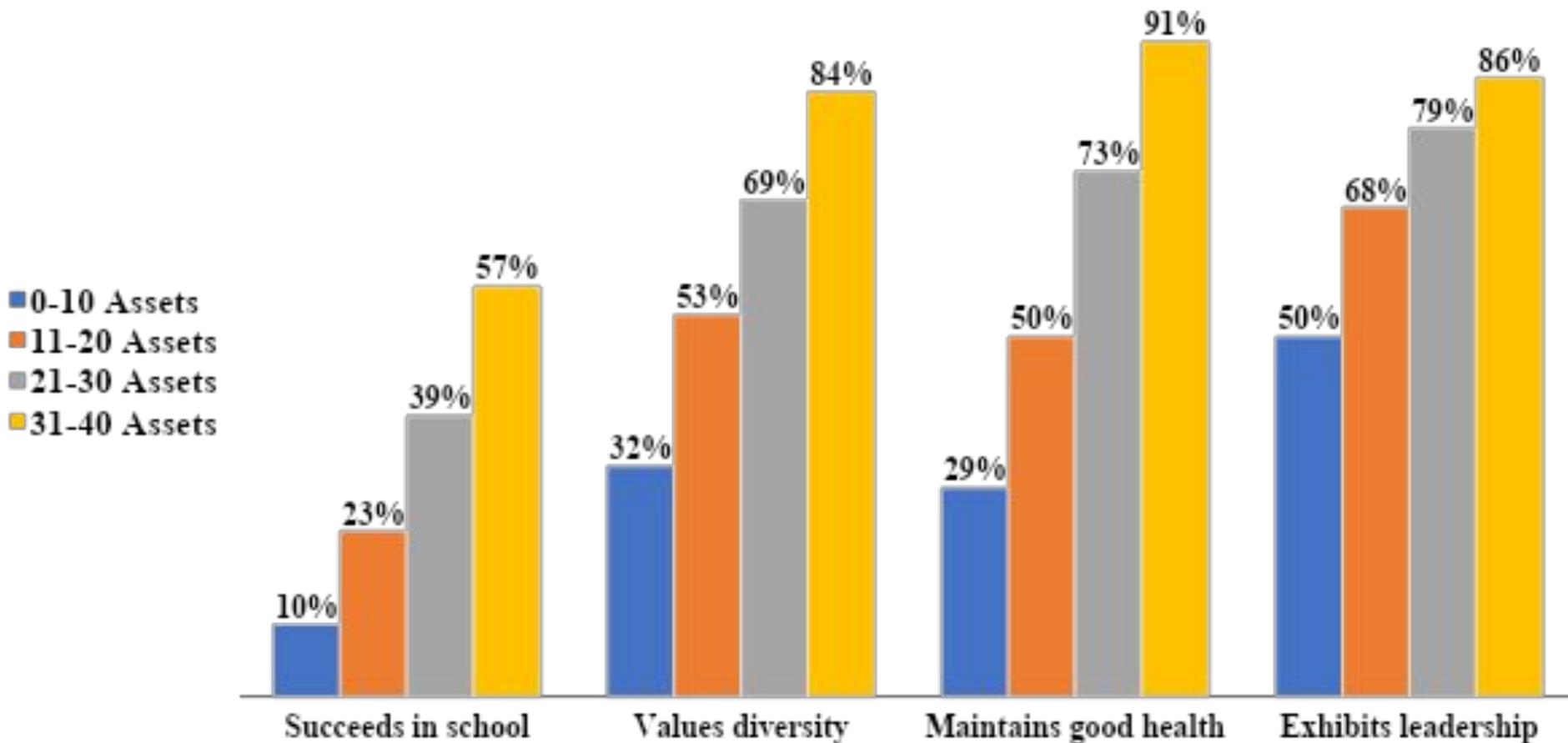
**40 Developmental  
Assets by Age  
Category**

# Focus Questions

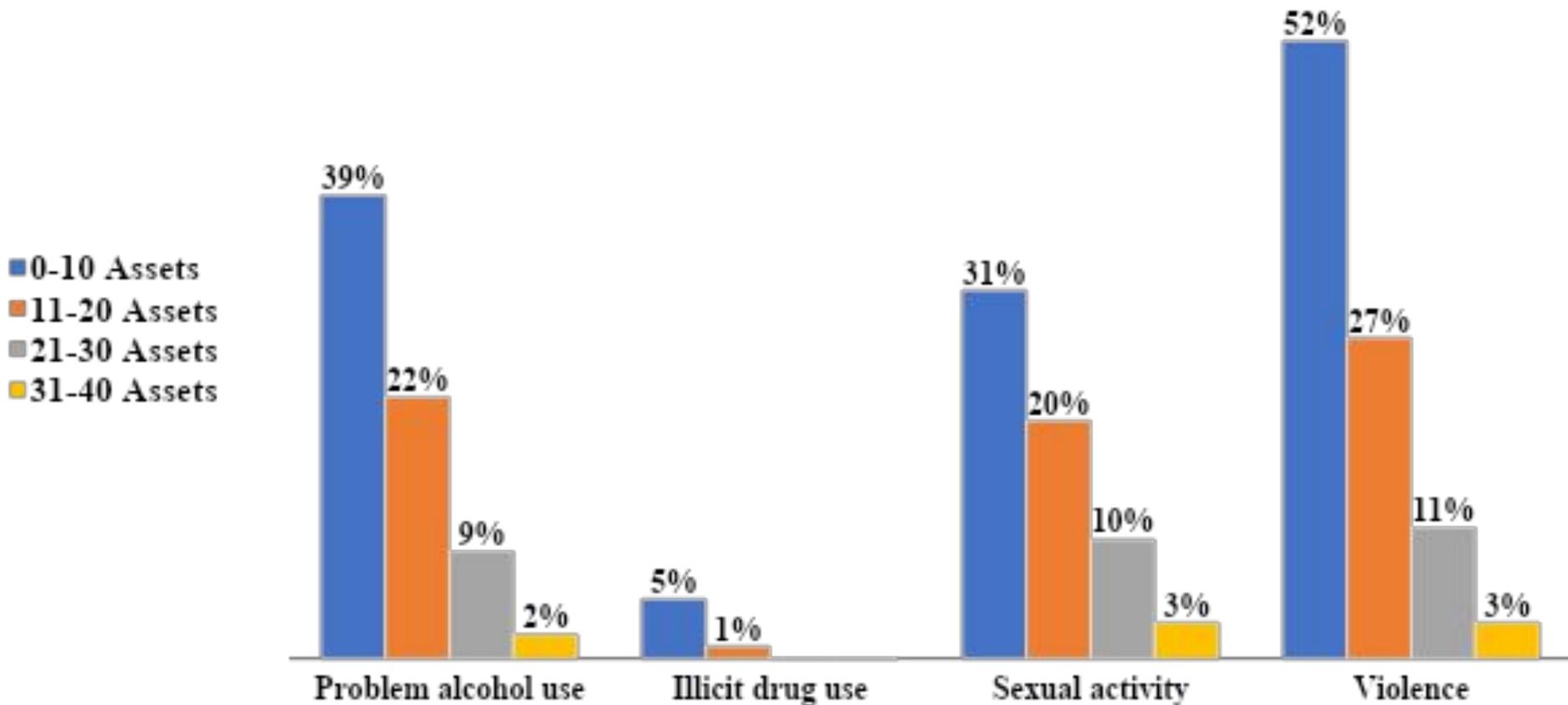
- What is most important to you?
- What is most interesting to you?
- What is most surprising to you?



# Power of Assets to Promote



# Power of Assets to Protect



# Nebraska Results Youth Risk Behavior Survey

**9%** binge drank\* in the 30 days before the survey

- This was more common for those who:
- felt sad or hopeless (15% vs. 6% who were happier)
  - felt unsafe at school (22% vs. 8% who felt safer)
  - experienced Adverse Childhood Experiences (ACEs)\*\* (15% vs. 4% who did not)

- Lifetime use was higher for:
- those who felt unsafe at school (68% vs. 43% who felt safer)
  - those who felt sad or hopeless (62% vs 35% who felt happier)
  - those with ACEs\*\* (59% vs. 30% without)

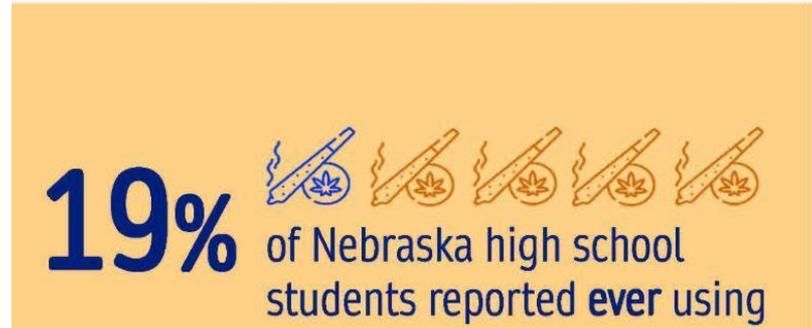
- Current use was higher for:
- girls (21%) vs. boys (16%)
  - non-Hispanic youth (20%) vs. Hispanic (16%)
  - students who were overweight (24%) vs. lower weight (13%)
  - students who felt sad (31%) vs. students who were happier (13%)
  - students who felt unsafe at school (38% vs. 18% who unsafe)
  - students with ACEs\*\* (27%) vs. students without (11%)

- Early drinking was higher among students who:
- felt sad or hopeless (19% who were happier)
  - felt unsafe at school (33% who felt safer)
  - had ACEs\*\* (17% vs. 8% without ACEs)

## Alcohol Use



## Drug Use



Students who were at risk were much more likely than their peers to report many types of substance use

|  | Felt unsafe at school |       | Adverse Childhood Experiences* |        | Had considered suicide |        | Felt sad or hopeless |        |        |
|--|-----------------------|-------|--------------------------------|--------|------------------------|--------|----------------------|--------|--------|
|  | Yes                   | No    | Yes                            | No     | Yes                    | No     | Yes                  | No     |        |
| Ever used marijuana                        | 43%                   | 17%   | 28%                            | 9%     | 40%                    | 14%    | 32%                  | 11%    |        |
| Ever used synthetic marijuana              | 18%                   | 3%    | 7%                             | 2%     | 15%                    | 2%     | 9%                   | 1%     |        |
| Tried marijuana before age 13              | 16%                   | 2%    | 5%                             | 1%     | 10%                    | 2%     | 6%                   | 2%     |        |
| Currently used marijuana                   | 34%                   | 9%    | 17%                            | 4%     | 28%                    | 7%     | 20%                  | 6%     |        |
| Misused prescription pain medicine         | 19%                   | 6%    | 11%                            | 3%     | 20%                    | 4%     | 13%                  | 4%     |        |
| Ever used inhalants                        | 15%                   | 7%    | 10%                            | 5%     | 18%                    | 5%     | 12%                  | 5%     |        |
| Ever injected any illegal drug             | 9%                    | 0%    | 2%                             | 0%     | 4%                     | 0%     | 2%                   | 0%     |        |
| Access to illegal drugs on school property | 23%                   | 10%   | 15%                            | 6%     | 21%                    | 8%     | 17%                  | 7%     |        |
|  | N                     | 6,636 | 91,001                         | 48,940 | 48,945                 | 18,627 | 78,300               | 35,309 | 61,730 |

\*\*See description of Adverse Childhood Experiences on 2nd page

# Nebraska Results

## 2021 Youth Risk Behavior Survey

### Tobacco Use

**23%** of Nebraska high school students reported using some kind of tobacco product in the past year.



Nearly half (48%) tried to quit.

Students who felt sad or hopeless were more likely than happier peers to have ever tried cigarettes.

**32% vs. 12%**

Students who felt unsafe at school were more likely than peers who felt safer to currently use cigarettes.

**13% vs. 3%**

Students who felt sad or hopeless were more likely than happier peers to have ever tried vape products.

**53% vs. 23%**

Girls likely have vaped

**40%**

Approximately 3% of students reported currently using smokeless tobacco (such as tobacco, snuff, dip, or snus) and 3% reported currently using cigars.

### Violence/Sexual Activity Use

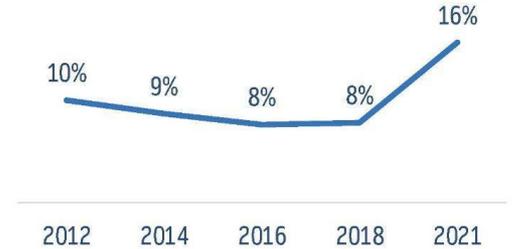
**35%** of Nebraska students reported having experienced sexual dating violence\* in the past year.

**27%** were currently using substances.

- Girls were more likely to have had sex (39% vs. 29% of boys)
- Students who reported using substances such as marijuana were more likely to have had sex (77% vs. 71% for those who weren't using substances)



The percentage of students who experienced sexual dating violence\* in the past year **doubled** between 2018 and 2021



- This was more common for:
- girls (26% vs. 6% for boys)
  - those who reported being sad/hopeless (28% vs. 8% for those who did not report being sad/hopeless)
  - students who were using substances† (27% vs. 11% for those who weren't using)

**8%** experienced physical dating violence\*\*

- This was more common for:
- girls (11% vs. 4% for boys)
  - Non-Hispanic students (8% vs. 4% for Hispanic)
  - those who reported being sad/hopeless (15% vs. 3% for those who did not report being sad/hopeless)
  - students who were using substances† (17% vs. 3% for those who weren't using)

# Nebraska Results

## 2021 Youth Risk Behavior Survey

### Mental Health and Instability

**36%** of Nebraska high school students lived with someone who was depressed, suicidal, or mentally ill

**54%** of youth experiencing Adverse Childhood Experiences (ACEs)\* felt sad or hopeless almost every day for the past 2 weeks – almost 3 times more than students who did not experience any instability at home.

**19%** Vs.



7 out of 10 students (69%) reporting 3 or more ACEs\* reported feeling sad or hopeless.



More ACEs\* were associated with higher levels of being bullied.

|                   | Bullied at school | Bullied Online |
|-------------------|-------------------|----------------|
| No ACEs           | 14%               | 11%            |
| 1-2 ACEs Reported | 23%               | 18%            |
| 3+ ACEs Reported  | 38%               | 39%            |

\*ACEs Indicators included in the YRBS:

- Ever lived with someone who was depressed, mentally ill, or suicidal
- Ever lived with someone who has/had a problem with alcohol or drug use
- Ever been separated from a parent/guardian because they went to prison, jail, or a detention center
- Usually did not sleep in their parent's/guardian's home
- A parent or other adult in their home frequently swore at them, insulted them, or put them down
- A parent or other adult in their home frequently hit, beat, kicked, or physically hurt them in any way
- Their parents or other adults in their home frequently slapped, hit, kicked, punched, or beat each other up



Suicide ideation and action was higher among students with ACEs\*

Any ACEs reported

No ACEs reported

**28%** Seriously considered suicide

**10%**

**22%** Made a plan of how they would attempt suicide

**7%**

**16%** Attempted suicide

**4%**

**5%** Had an attempt that resulted in seeking treatment

**1%**



FlatIcons by Freepik

Data from the Nebraska 2021 Youth Risk Behavior Survey (YRBS). Weighted data, n=675. Funded by CDC-PS18-1807, "Promoting Adolescent Health through School-Based HIV Prevention."



One out of four

high school students (26%) were bullied in the past year.

Bullying on school property (21%) was more common than electronic bullying (17%).



Current substance use was at least 2 times higher among students who said they frequently felt sad or hopeless vs. those that had did not.

2+X ↑

|         | Alcohol | Vaping | Marijuana | Cigarettes |
|---------|---------|--------|-----------|------------|
| Sad     | 30%     | 25%    | 20%       | 6%         |
| Not sad | 13%     | 10%    | 6%        | 2%         |

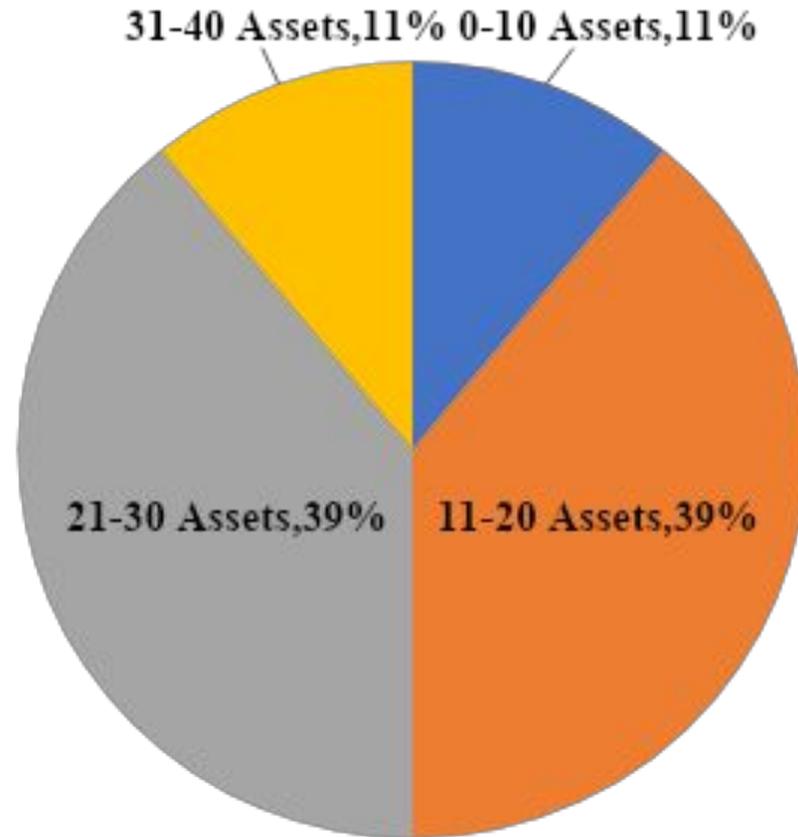
12 MONTHS.

**14%** Made a plan of how they would attempt suicide

**10%** Attempted suicide

**3%** Had an attempt that resulted in seeking treatment

# Youth with Different Levels of Assets



# Asset Category Groups

- Record all the ways in which this asset category was built for you when you were young or is being built in the lives of youth today



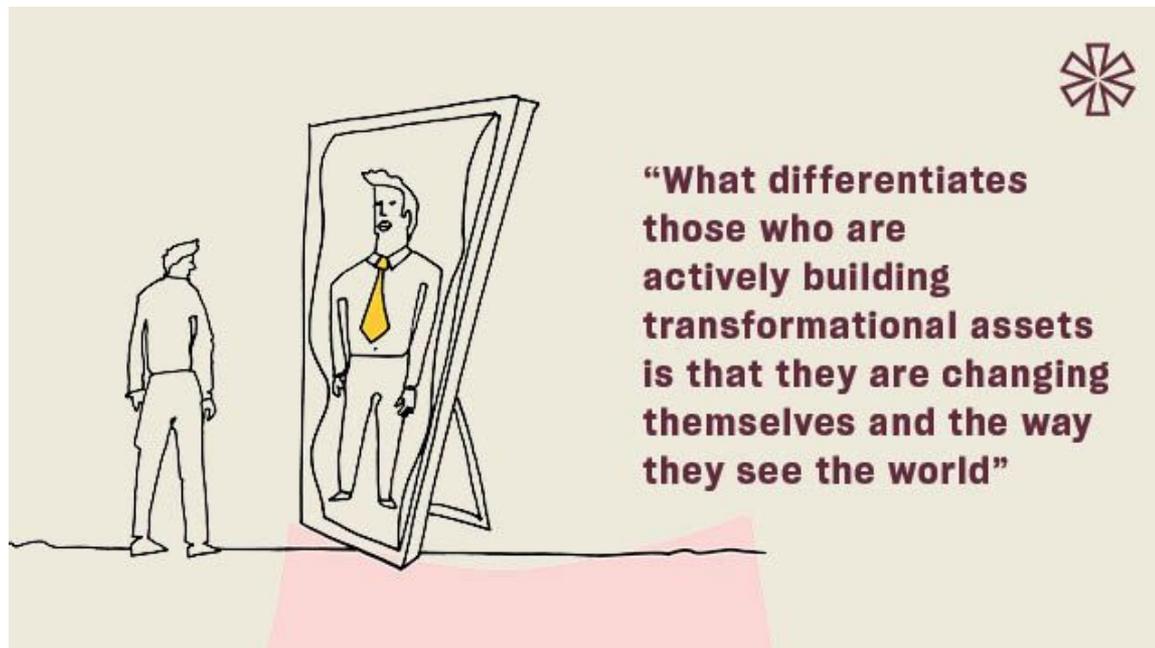
# What are Asset Builders Like?



# Characteristics of an Asset Builder Activity

**Step 4:** Place a **+** sign next to items that are characteristic of who that person is

**Step 5:** Place a **★** next to items that reflect what that person does/did



# What Do Asset Builders Do?



QR Code  
to  
handouts

# Circles of Influence

Neighborhood

Family

School

Faith  
community



# Strategies for Action

- Make It Possible
- Make It Simple
- Make the Most of Your Available Time
- Commit and Don't Forget

**Now What?**

**How can 40 Developmental Assets be part of what you do?**

# Hi! I'm an Asset Builder

- Who I Am
- What I Value
- What I Do



# What's Next?

- Bring the training to your club, staff parents
- Explore Search Institute
  - Surveys
  - Developmental Relationship training & resources
  - [Family Connections](#)
- Explore 40 Development Asset Supplies



Future Funding possible!



# NDE Highlights

✿ Network of Care

[The Nebraska Network of Care](#)

Behavioral Health

[School Health Services](#)  
[School Health Learning Collaborative](#) Vaping & Tobacco **March 13**



[School Safety](#)

Safety & Security-Related Infrastructure Grant - Due 3/14

[School Mental Health](#)

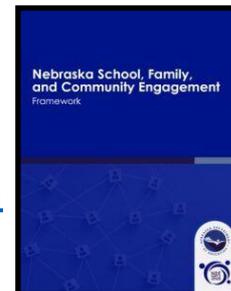
[Webinars](#) Preparing for Summer Break and Beyond **April 9th**

[Parenting with the Brain in](#)

[Mind](#) Preparing for Summer Break and Beyond **April 16th**



[Walk 2 Unlock Nebraska](#) - Physical Activity Program with STEAM lessons [Pilot Southern Loop](#) & receive freebies!



[Nebraska School, Family, and Community Engagement Framework](#)

This Framework is a tool to help Nebraska educators as they reach out to families and community partners.

# NDE Fine Arts



# Thank You!

## QUESTIONS?

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Cody - [cody.talarico@nebraska.gov](mailto:cody.talarico@nebraska.gov)