

Resilience through Strengths

Search Institute Survey Results

Community Presentation



**Council for
Youth
Development**
Bartholomew County



Council for Youth Development

The Council for Youth Development (CYD) is a cross-sector coalition that aligns efforts to advance a culture of positive youth development in Bartholomew County.

VISION: Every young person in Bartholomew County is healthy, safe, educated, engaged, and supported.



**Council for
Youth
Development**
Bartholomew County

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For Your Information...

- This is a 90-minute presentation.
- There will be time for questions near the end.
- Please share questions in the chat as they arise.
- Questions will be answered as time allows. Remaining questions will be answered in a follow up FAQ.
- This presentation is being recording and will be available along with documents and next step suggestions on the Council for Youth Development website.

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Presenters

Stuart N. Hart, Ph.D.

Professor Emeritus, School of Education, IUPUI and Principal of Strategic Initiatives, International Institute for Child Rights and Development, Canada

Heather Carson

Former Director, Council for Youth Development Bartholomew County

Justin Roskopf

Manager of Survey Services & Measurement Strategy, Search Institute

REMINDER: You are encouraged to share questions in the chat as they arise.

Resilience Through Strengths



INVITED PARTNERS

Search Institute

International School
Psychology Association

International Institute for
Child Rights and
Development

School of Education,
Indiana
University-Purdue
University Indianapolis

Bartholomew
Consolidated School
Corporation

Flat Rock-Hawcreek
School Corporation

Council for Youth
Development
Bartholomew County

CAN A COMMUNITY-WIDE INVESTMENT IN WELL-BEING BUFFER THE
HARMFUL EFFECTS OF ADVERSE CHILDHOOD EXPERIENCES?

COMMUNITY PILOT 2021-2022

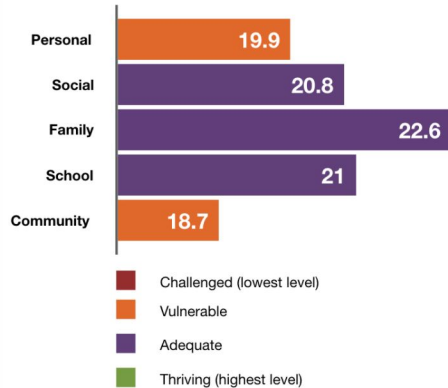
Bartholomew County Youth Voice - What We Learned

Developmental Assets Profile Survey 2018

Young people need to experience strengths and supports across all parts of their lives, not just in one place (such as school or home). The Developmental Assets Profile explores young people's perceptions of supports and strengths across five contexts, representing a healthy "ecology" of development.

Developmental Assets Profile Bartholomew Consolidated School Corporation

Mean Scores for 5 Asset-Building Contexts (Range 0 - 30)



Survey Conducted
January 2018



Youths Surveyed
4,384

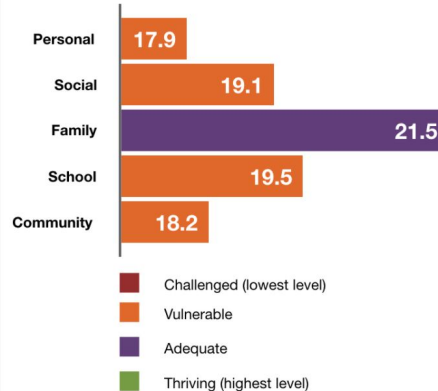
Asset score out of a range of 30:
Challenged (Range: 0 - 14)
Vulnerable (Range: 15 - 20)
Adequate (Range: 21 - 25)
Thriving (Range: 26 - 30)

Council for Youth Development | 2018
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Source: Search Institute Developmental Assets Profile Results for
Bartholomew Consolidated School Corporation, January 2018

Developmental Assets Profile Flat Rock-Hawcreek School Corporation

Mean Scores for 5 Asset-Building Contexts (Range 0 - 30)



Survey Conducted
May 2018



Youths Surveyed
301

Asset score out of a range of 30:
Challenged (Range: 0 - 14)
Vulnerable (Range: 15 - 20)
Adequate (Range: 21 - 25)
Thriving (Range: 26 - 30)

Council for Youth Development | 2018
cydbartholomew.org

Source: Search Institute Developmental Assets Profile Results for
Flat Rock-Hawcreek School Corporation, May 2018

Additional DAP 2018 results provided on [CYD Youth Development Index](#) with permission from BCSC and FRHC.



Our Commitment to Building Assets In Every Youth

- Pursuing Holistic Approach to Student Success
- Strengthening School Community Partnerships
- Integrating Developmental Assets Best Practices
- Modeling Developmental Relationships
- Measuring Student, School, and Community Growth
- Ensuring All Have the Opportunity to Thrive

Our Commitment to Building Assets In Every Youth

Adverse Childhood Experiences (ACEs)

Traumatic events that create dangerous levels of stress can derail healthy brain development and have lasting negative effects on health and well-being. Serving and supporting children, teens, and young adults who have experienced trauma requires knowledge and compassion. Taking steps to integrate trauma-responsive care is essential for communities to ensure all young people thrive.

THREE TYPES

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Mother treated violently



Incarcerated Relative

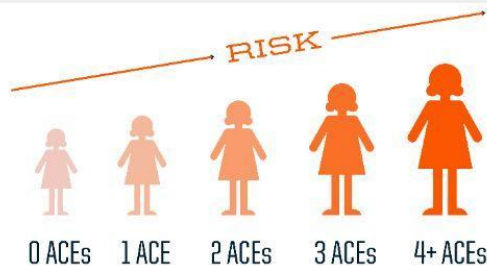


Substance Abuse



Divorce

IMPACT



As the number of ACEs increases, so does the risk for negative health outcomes.

POSSIBLE RISK OUTCOMES

BEHAVIOR



Lack of physical activity



Smoking



Alcoholism



Drug use



Missed work

PHYSICAL & MENTAL HEALTH



Severe obesity



Diabetes



Depression



Suicide attempts



STDs



Heart disease



Cancer



Stroke



COPD



Broken bones

Source: Robert Wood Johnson Foundation [The Truth About ACEs](#).

Resilience Through Strengths Bartholomew County

Can a community-wide investment in well-being buffer the harmful effects of Adverse Childhood Experiences?

COMMUNITY PILOT 2021-2022

PARTNERS

Search Institute

School of Education, Indiana University-Purdue University Indianapolis

International School Psychology Association

International Institute for Child Rights and Development

Bartholomew Consolidated School Corporation

Flat Rock-Hawcreek School Corporation

Council for Youth Development Bartholomew County

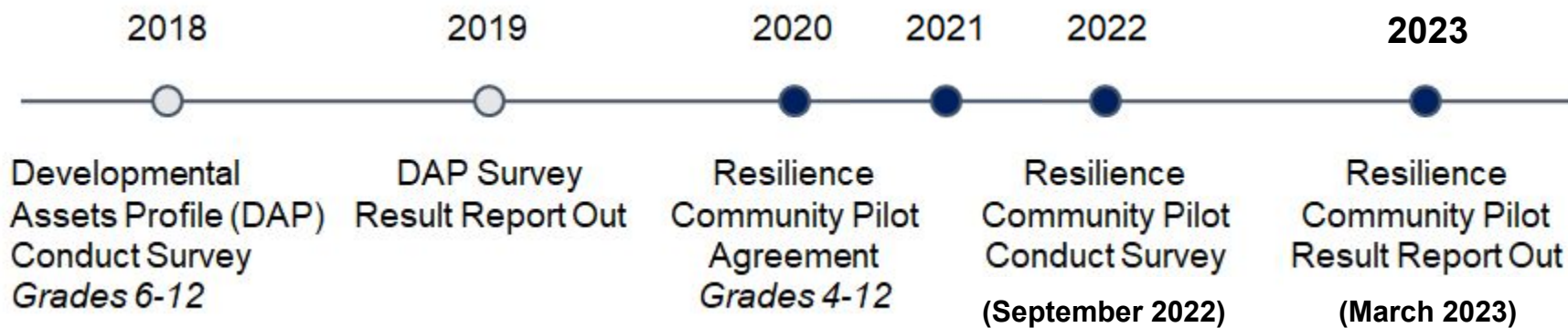
OPPORTUNITY

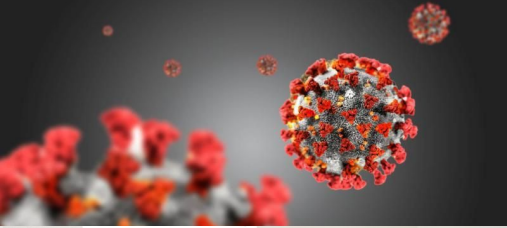
This collaboration brings together the partners to collect, interpret, and use survey data that will shed light—for the first time anywhere.

Resilience Through Strengths >> Purpose

- **Generate high-quality, actionable data for schools and community stakeholders** to advance a shared vision of young people's success in Bartholomew County.
- **Build evidence of the empirical association between well-being and ACEs** to bolster the case for promoting well-being as an effective strategy for mitigating the negative effects of ACEs and other forms of trauma on child, youth, and adult outcomes.
- **Establish “proof of concept” for an international initiative** to promote well-being and thriving, and buffer the negative effects of ACEs through building assets and relationships.

Bartholomew County Timeline





What has changed since 2018?

Resilience Through Strengths >> Overview

6,206 Students Completed Survey

Grades 4-12

BCSC and FRHC

September 6-9, 2022

Optional Opportunity

45 - 50 Minutes In Classroom

Student Support & Resources Available

MODULES

Grades 4-12

Developmental Assets*

Developmental Relationships

Developmental Outcomes and Academic Motivation

Experience of Bias and Belonging

Effects of COVID-19

Additional Questions for Grades 9-12 Only

Adverse Childhood Experiences**

*Developmental Assets module replicates questions answered on DAP 2018 Survey.

**Some mature questions only accessible to students ages 18 and older in the ACEs module.

Resilience Through Strengths >> Preparation



STUDENT SUPPORT

Parent Consent Letter

Survey Instructions Video - Local Talent and Places

Wellness Resources Provided To Schools

Reminders in Survey All Questions Optional

Building Staff Available for Student Needs

Family Service, Inc. Mental Health Provider

Available with Confidential Telephone Number



What did our youth share?

Resilience Through Strengths Survey Results for

BARTHOLOMEW

COUNTY

Justin Roskopf, Search Institute



Session

Objectives

1. Understand what the Resilience Through Strengths Survey design and what it measured.
2. Build familiarity with the county-level results.

SURVEY DESIGN



Youth Self-Report Surveys

Strengths	Limitations
<ul style="list-style-type: none">• Youth voice matters• Perception is reality• Reliable• Predictive of objectively measured outcomes• Inexpensive• Quick• More equitable	<ul style="list-style-type: none">• Misinterpretation of items• Not appropriate for assessing all skills and behaviors• Reference bias• Faking and social desirability• Disruptive environmental factors

DIGGING INTO THE DATA



Bartholomew County's Survey

Youth perceptions and experiences of:

- ❑ **Developmental Assets** (External; Internal; Contexts)
- ❑ **Relationships** (Developmental Relationships; Commitment to Inclusion)
- ❑ **Experiences** (Bias or Discrimination; COVID Effects; Adverse Childhood Experiences)
- ❑ **Outcomes** (Social-Emotional Competence; Academic Motivation; GPA; Academic Self-Efficacy)

Student Participation

6,206 Students

*Grades 4-12: similar participation across grade levels

*78% participation rate

Subgroup	%
Girl	46%
Boy	46%
Self-Described	8%

Black	2%
American Indian	1%
Asian	4%
Hispanic/Latino	12%
Native Hawaiian	0%
White	63%
Other	4%
Multiracial	13%

Student Participation

Additional demographic questions.

*Orientation questions were optional and limited to high school students.

Subgroup	%
Moderate or high financial strain	8%
Some financial strain	33%
No perceived financial strain	59%

Straight*	77%
Gay/Lesbian*	3%
Bisexual*	10%
Self-Described*	5%
Preferred not to respond*	5%

COVID Stress (During)

22% of students responded that the pandemic has been **very stressful** (Overall, 86% experienced at least a little stress)

67% of students **did not feel as connected to their teachers** during the pandemic. (20% parents & 42% friends)

COVID Stress (Now)

15% of students feel their relationships with teachers are **weaker** now than prior to the pandemic. (8% parents & 13% friends)

20% of students feel their relationships with teachers are **stronger** now than prior to the pandemic. (41% parents & 39% friends)

COVID Impacts (Mitigation)

45% of students felt that **teachers helped make things feel more normal** during the pandemic. (78% parents)

43% of students felt that **teachers helped them make sense of their feelings** related to the pandemic. (73% parents)

52% of students felt that **teachers gave them a space to share their feelings** and experiences related to the pandemic. (77% parents)

COVID Impacts (Coping)

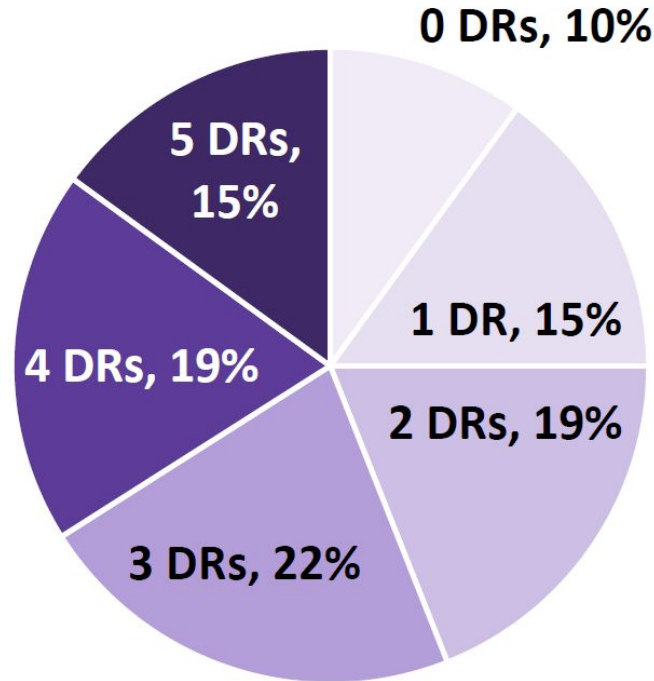
82% of students talked about their feelings related to the pandemic.
(64% saw it as a learning opportunity; 79% problem-solved related issues)

51% of students found it hard to think about anything other than the pandemic (at least some of the time). **80% tried not to think about it at all** and **56% tried to pretend** it wasn't happening.

88% took their mind off of the pandemic by focusing on other activities.

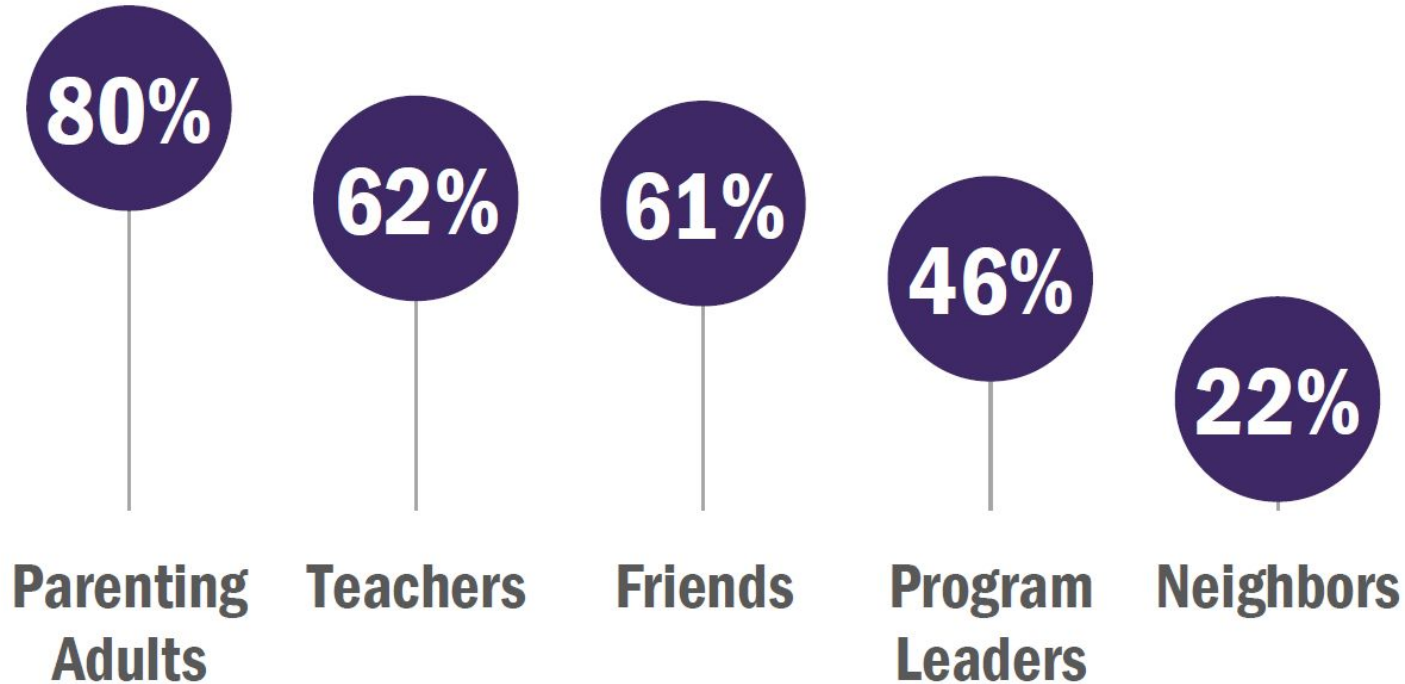
Developmental Relationships

Number of Developmental Relationships Experienced in Total by Students:



Developmental Relationships

Percent of Students with Developmental Relationships across Relational Targets:



Developmental Relationships: Teachers

Frequency of Experience:	Rarely	Sometimes	Often	Almost Always
Express Care	11%	26%	33%	30%
Challenge Growth	4%	12%	28%	56%
Provide Support	6%	16%	31%	47%
Share Power	11%	23%	32%	34%
Expand Possibilities	9%	21%	32%	38%

Developmental Relationships: Parents

Frequency of Experience:	Rarely	Sometimes	Often	Almost Always
Express Care	3%	8%	18%	71%
Challenge Growth	3%	8%	20%	69%
Provide Support	6%	10%	21%	63%
Share Power	9%	14%	27%	50%
Expand Possibilities	5%	14%	27%	54%

Developmental Relationships: Friends

Frequency of Experience:	Rarely	Sometimes	Often	Almost Always
Express Care	4%	14%	39%	43%
Challenge Growth	11%	24%	34%	31%
Provide Support	9%	20%	33%	38%
Share Power	8%	20%	35%	37%
Expand Possibilities	9%	20%	31%	40%

Developmental Relationships: Program Leads

Frequency of Experience:	Rarely	Sometimes	Often	Almost Always
Express Care	21%	26%	31%	22%
Challenge Growth	19%	18%	25%	38%
Provide Support	22%	20%	27%	31%
Share Power	25%	23%	28%	24%
Expand Possibilities	24%	22%	25%	29%

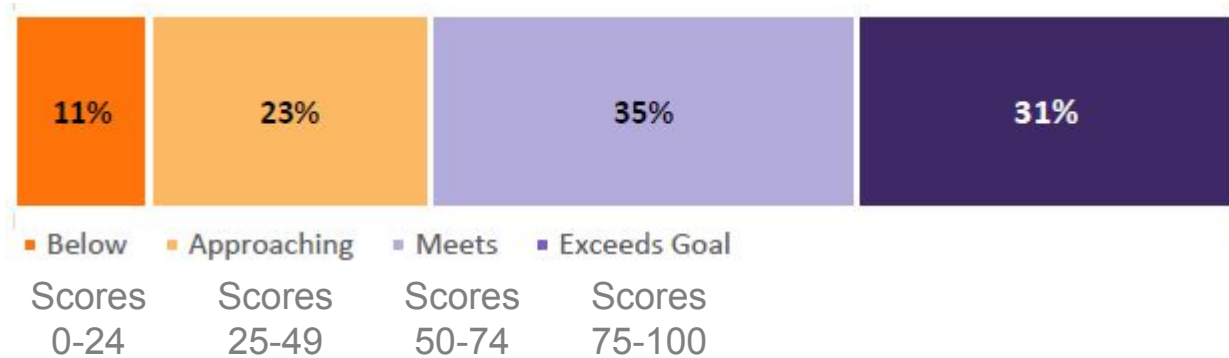
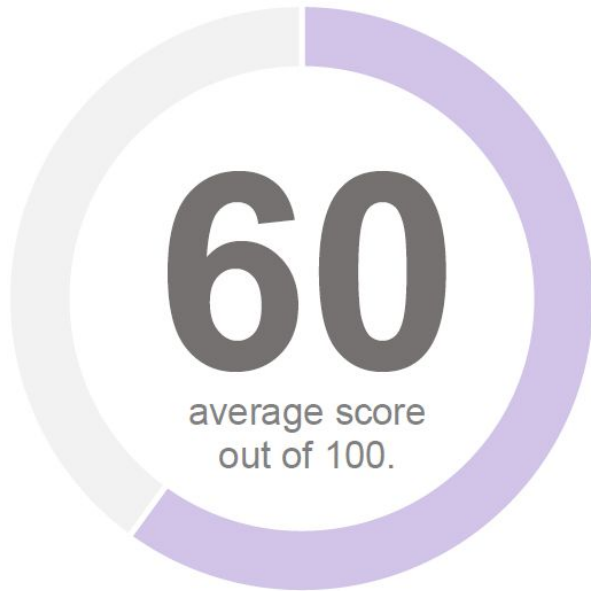
Developmental Relationships: Neighbors

Frequency of Experience:	Rarely	Sometimes	Often	Almost Always
Express Care	36%	23%	23%	18%
Challenge Growth	49%	21%	17%	13%
Provide Support	52%	20%	16%	12%
Share Power	48%	20%	18%	14%
Expand Possibilities	53%	20%	15%	12%

Relational Experiences Vary

- Older students -- with teachers, we saw a nearly 40% point gap between elementary and high school students (friends were the only relationship to increase as we progressed in age)
- Race/ethnicity -- Asian students with teachers (+16%), friends (+12%), program leaders (+14%)
- Students with the most financial strain -- minimal difference in teacher relationships (-2%), larger difference across other relationships (~20% points between high and low strain)
- LGBT+ students -- small difference in most relationships with the exception of parents (>20% point difference if LGBT)

Commitment to Inclusion

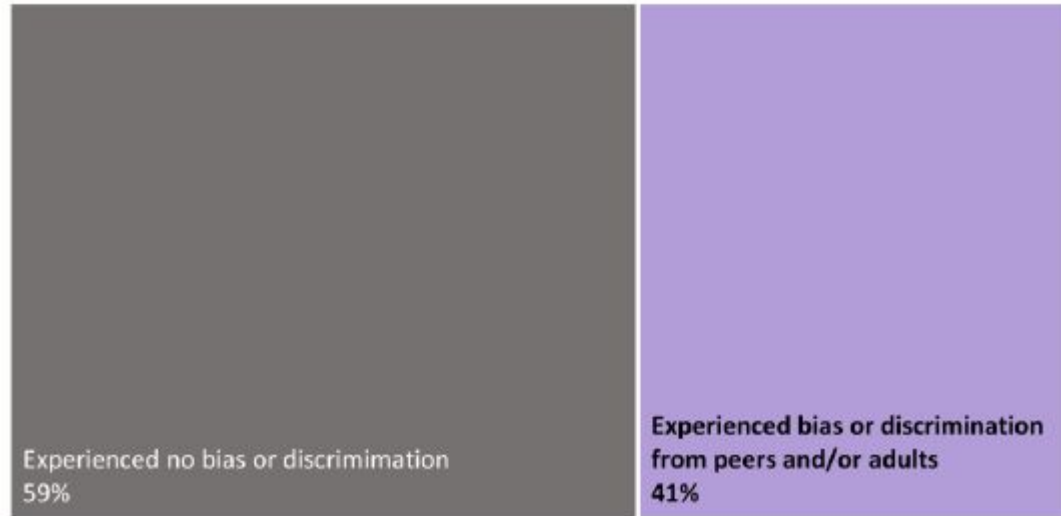


Students were less likely to observe an inclusive environment if they identified as:

- Another gender (-4)
- Black/African American (-6)
- Financially strained (-5)
- Gay or lesbian (-10)
- Older (~-7 in grades 10-12)

Experiences of Bias or Discrimination

41% of young people stated they experienced bias or discrimination for at least one reason.



**Questions were limited to high school students (n=2,902)*

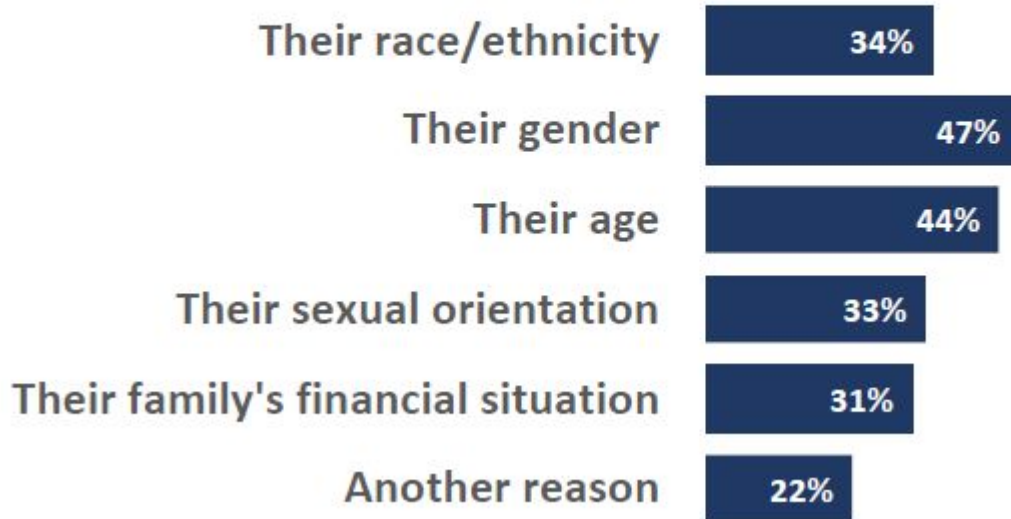
Experiences of Bias or Discrimination

Of the youth who experienced bias or discrimination, 47% stated that it came from both peers and adults.



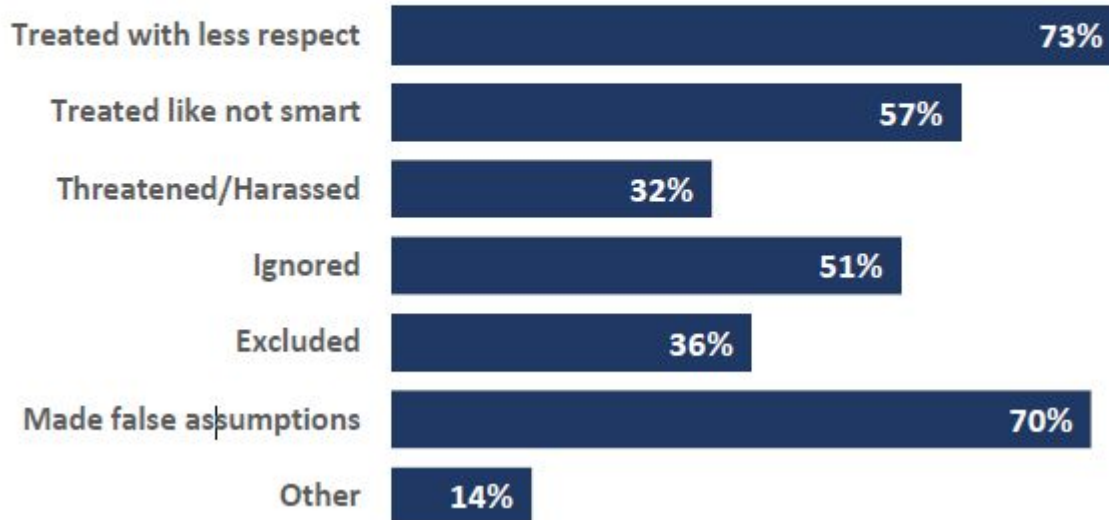
Experiences of Bias or Discrimination

The reasons why young people feel they experienced bias or discrimination were as follows:



Experiences of Bias or Discrimination

These are the forms that bias or discrimination took according to young people who experienced it:



Adverse Childhood Experiences

(n = 1,268)

41%	of teens lived with someone who was mentally ill, suicidal, and/or severely depressed.	Girls (+5%)	Financially Strained (+29%)	LGBT+ (+28%)
33%	of teens lived with someone who had a problem with alcohol or drugs.		Financially Strained (+34%)	LGBT+ (+20%)
16%	of teens have a parenting adult who served time in jail or prison.	Black (+14%)	Financially Strained (+28%)	LGBT+ (+10%)
39%	of teens have parenting adults who either separated or divorced.	Black (+14%)	Financially Strained (+27%)	LGBT+ (+13%)

Adverse Childhood Experiences

(n = 1,268)

16%	of teens have parenting adults who physically hurt each other in front of them at least once.		Financially Strained (+27%)	LGBT+ (+16%)
50%	of teens felt that no one in their family loved them on at least one occasion.	Girls (+7%)	Financially Strained (+26%)	LGBT+ (+27%)
41%	of teens felt that their family did not feel close to each other on at least one occasion.	Girls (+5%)	Financially Strained (+28%)	LGBT+ (+36%)
10%	of teens were a victim of violence in their neighborhood.	Black (+11%)	Financially Strained (+18%)	LGBT+ (+11%)

Adverse Childhood Experiences

(n = 1,268)

25%	of teens witnessed violence in their neighborhood on at least one occasion.	Black (+15%)	Financially Strained (+24%)	LGBT+ (+16%)
31%	of teens felt they had no one to protect them on at least one occasion.		Financially Strained (+26%)	LGBT+ (+57%)
12%	of teens did not have clean clothes or enough food on at least one occasion.		Financially Strained (+30%)	LGBT+ (+13%)
12%	of teens felt that a parent was too drunk or high to take care of them on at least one occasion.		Financially Strained (+21%)	LGBT+ (+12%)

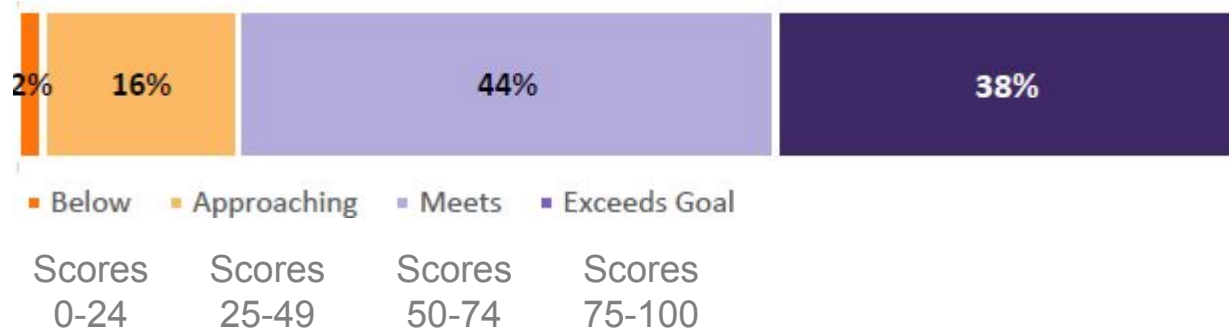
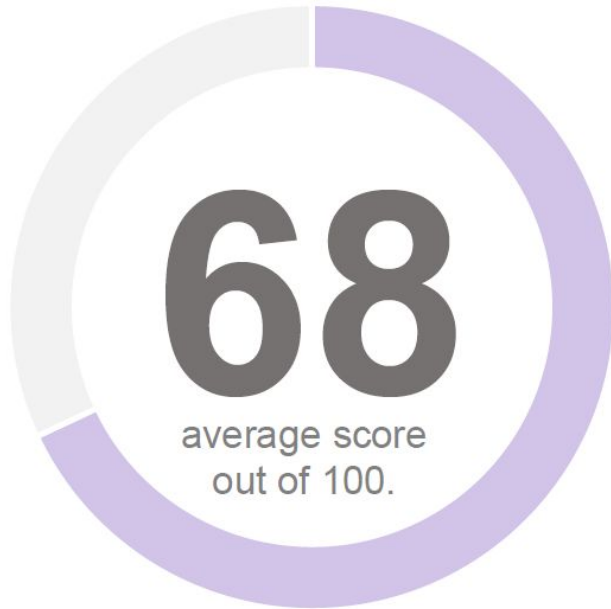
Adverse Childhood Experiences

(n = 1,268)

Here is what the average experience of ACEs looked like:

- Overall, teens experienced between 2-3 ACEs (33% had 0 ACEs).
- This varied by gender. Girls were closer to 3 ACEs, and boys were closer to 2 ACEs. With nonbinary students, this jumped to over 4.
- The experiences did not vary significantly across race/ethnicity, except for teens who selected more than one race. This group of teens experienced 3 ACEs, on average compared to ~2 for other groups.
- High financial strain typically reflected higher ACEs experiences (nearly 7 ACEs compared to less than 2 for low financial strain)
- Straight students experienced 2 ACEs, on average. This increased to over 4 ACEs if the teen identified as gay/lesbian or bisexual.

Social-Emotional Competence



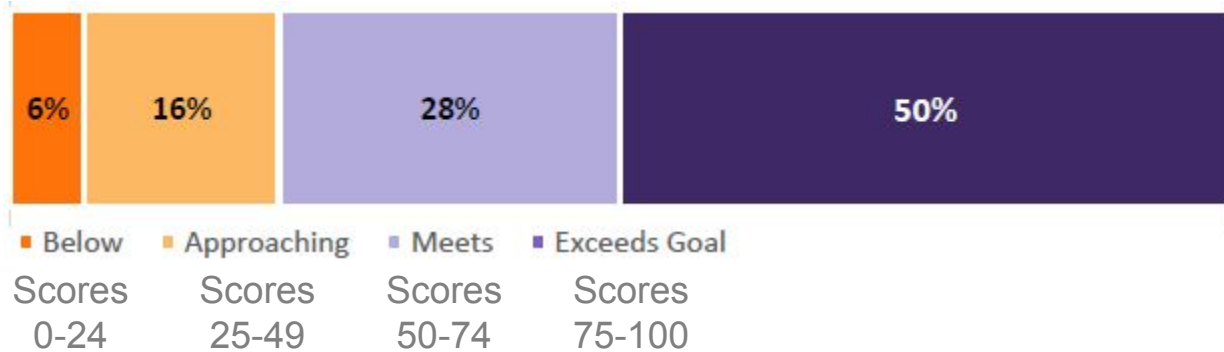
Students reported lower levels of social-emotional competence if they identified as:

- Financially strained (-9)
- Younger (this is one area where we saw improvement as youth progressed in grade levels)

Academic Motivation

67

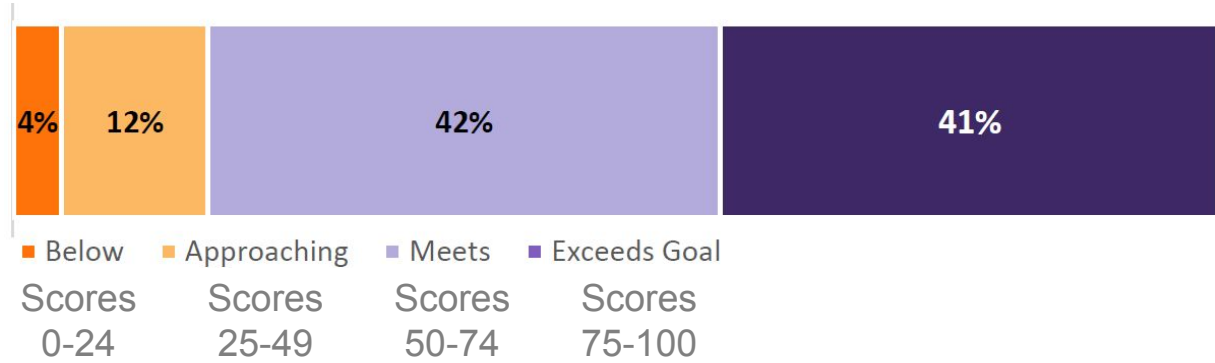
average score
out of 100.



Students reported lower levels of academic motivation if they identified as:

- Not a girl (i.e. boy (-3) or self-described (-4))
- Black/African American (-6)
- Financially strained (-9)
- Bisexual (-8)
- Older (~-6 in grades 10-12)

Academic Self-Efficacy



Students reported lower levels of self-efficacy if they identified as:

- Another gender (-8)
- Black/African American (-6)
- Financially strained (-11)
- LGBT+ (~-7)
- Older (slight decline as grades progress)

Developmental Assets (Demographics)

		Number Surveyed	Percent of Sample
Total Sample		4679	100
Gender	Female	2369	51
	Male	2288	49
Grade	Grade 4	0	0
	Grade 5	0	0
	Grade 6	735	16
	Grade 7	733	16
	Grade 8	806	17
	Grade 9	742	16
	Grade 10	581	12
	Grade 11	600	13
	Grade 12	482	10
Race/Ethnicity	African American or Black	110	2
	American Indian or Alaskan	21	0
	Asian	236	5
	Hispanic or Latino/Latina	502	11
	Hawaiian or Pacific Islander	9	0
	White	3346	72
	Other	101	2
	Multiracial	336	7

2018

		Number Surveyed	Percent of Sample
Total Sample		4946	100
Gender	Female	2218	45
	Male	2180	44
Grade	Grade 4	632	10
	Grade 5	628	10
	Grade 6	687	14
	Grade 7	611	12
	Grade 8	746	15
	Grade 9	792	16
	Grade 10	783	16
	Grade 11	717	14
Grade 12	610	12	
Race/Ethnicity	African American or Black	102	2
	American Indian or Alaskan	35	1
	Asian	192	4
	Hispanic or Latino/Latina	577	12
	Hawaiian or Pacific Islander	14	0
	White	3006	61
	Other	121	2
	Multiracial	579	12

2022

Note. 2022 included more blank responses.

Developmental Assets

Overall DAP Scores

Total Assets
(Range 0–60) **38.8**

External Assets
(Range 0–30) **19.5**

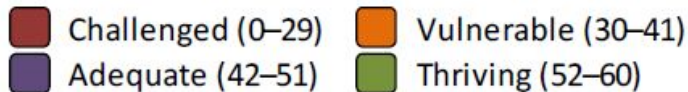
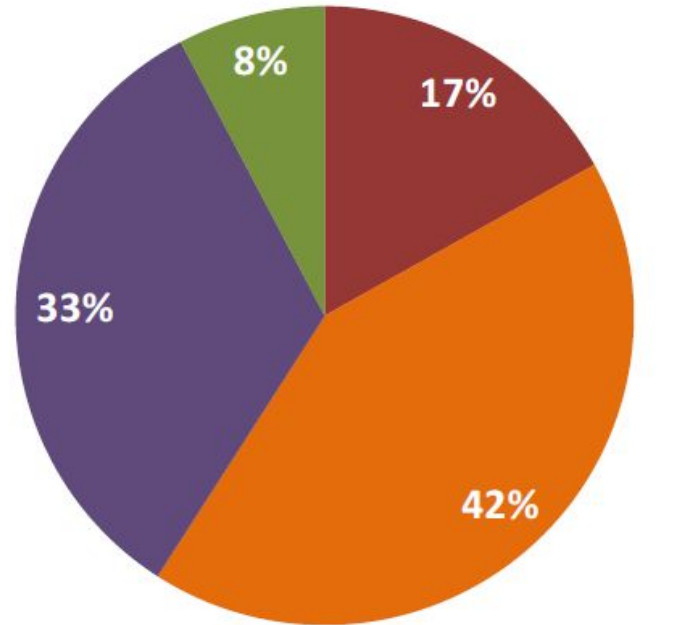
Internal Assets
(Range 0–30) **19.3**

■ Challenged ■ Vulnerable ■ Adequate ■ Thriving

Different experiences existed across some sub-groups:

- Grades 4-7 tended to have greater access to Assets than their peers in grades 8-12.
- Our Asian students expressed stronger Asset experiences than their peers (+6 points on average).
- Black, Hispanic/Latino, and Multiracial students had divergent experiences from the average (-2 points).
- Compared to 2018, we saw a 2 point drop in overall Assets. This was felt evenly across external/internal Assets, but most impacted girls compared to boys.

Developmental Assets - Quartiles

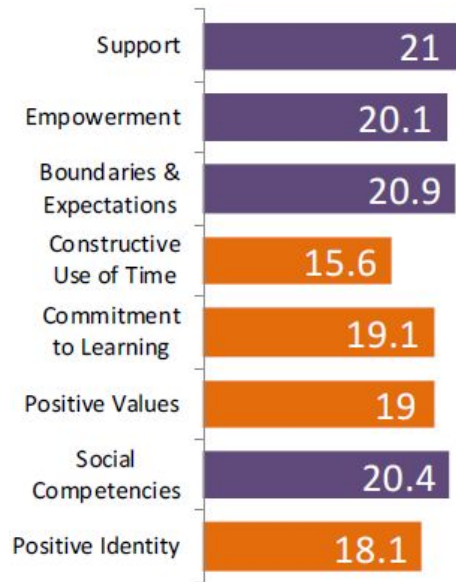


Notable findings:

- The same trends held true across our distribution.
- Compared to 2018, we saw a 7 percentage point drop in 'thriving' levels of Assets and a 7 percentage point increase in 'vulnerable' levels of Assets. This most impacted girls compared to boys.

Developmental Assets

Mean Scores for 8 Categories of Assets (Range 0–30)

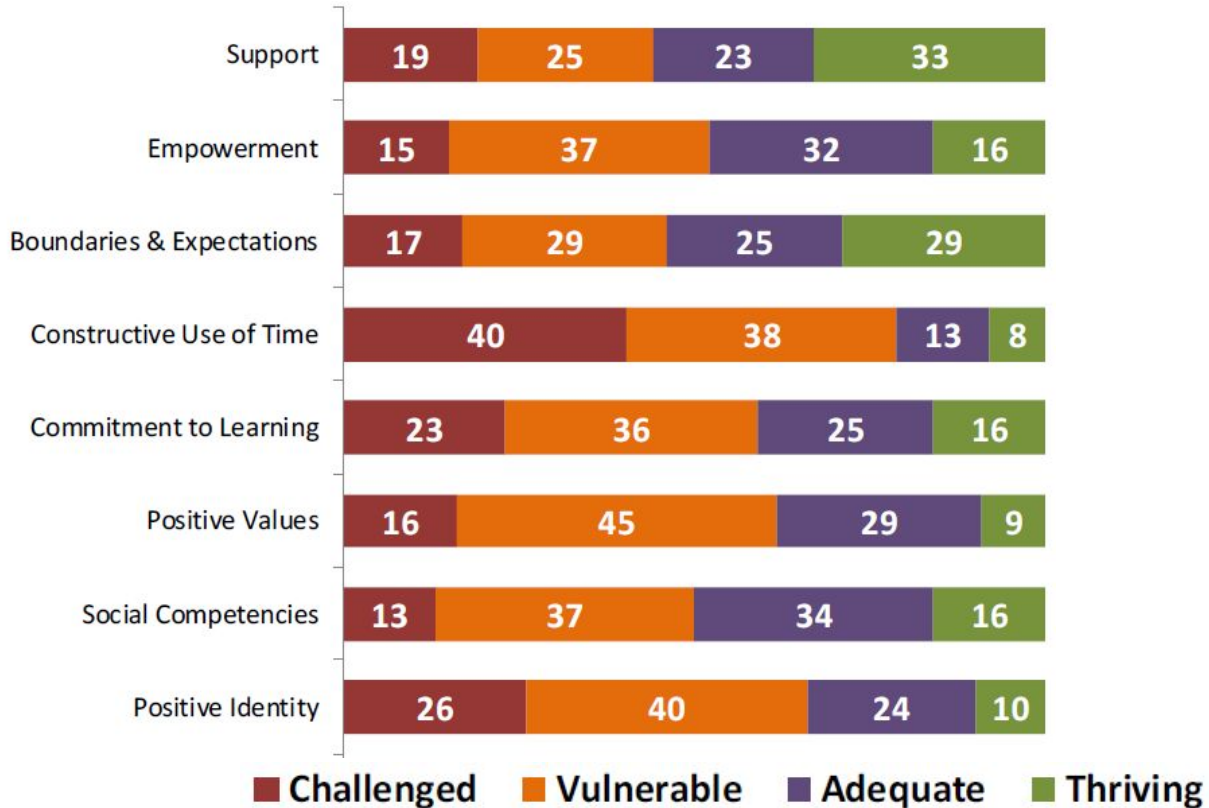


■ Challenged ■ Vulnerable ■ Adequate ■ Thriving

Different experiences existed across some sub-groups:

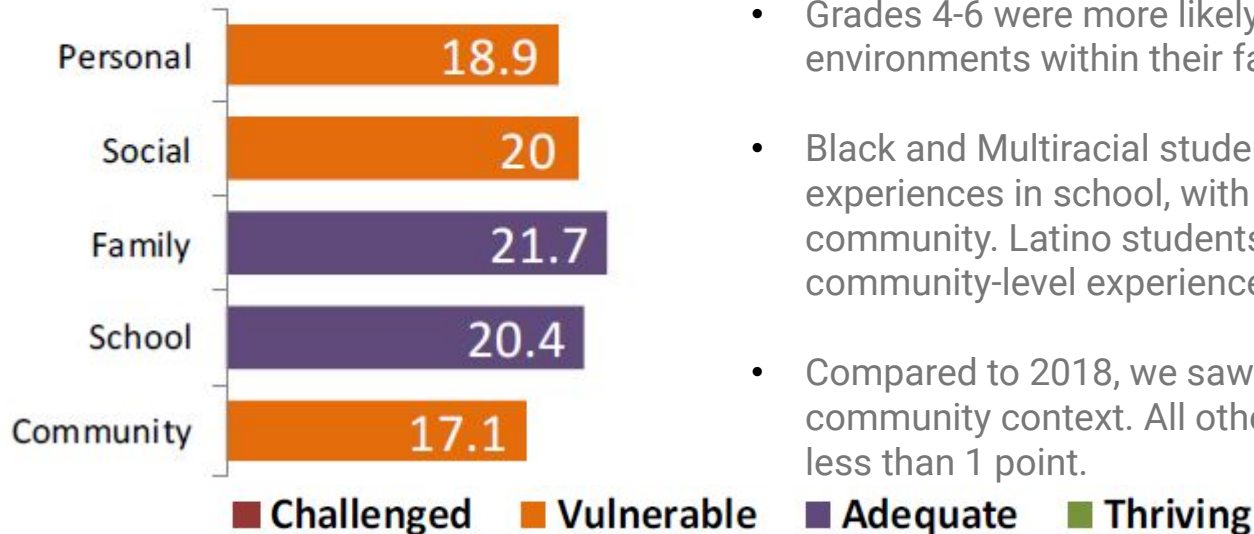
- Boys were less likely to express having Constructive Use of Time Assets and Commitment to Learning. Girls were less likely to experience Positive Identity.
- Grades 4-7 tended to have greater access to Support, Boundaries, and Constructive Use of Time than their peers in grades 8-12 compared to other Asset categories. Grades 4&5 also experienced higher Commitment to Learning.
- Our Asian students expressed having stronger Asset experiences than average. Black, Hispanic/Latino, and Multiracial students had less experiences of Constructive Use of Time and Black students also felt that they had fewer Assets in Commitment to Learning, Positive Values, and Social Competencies.
- Compared to 2018, we saw a 2 point drop in Constructive Use of Time and slightly smaller drops in all other Asset categories.

Developmental Assets



Developmental Contexts

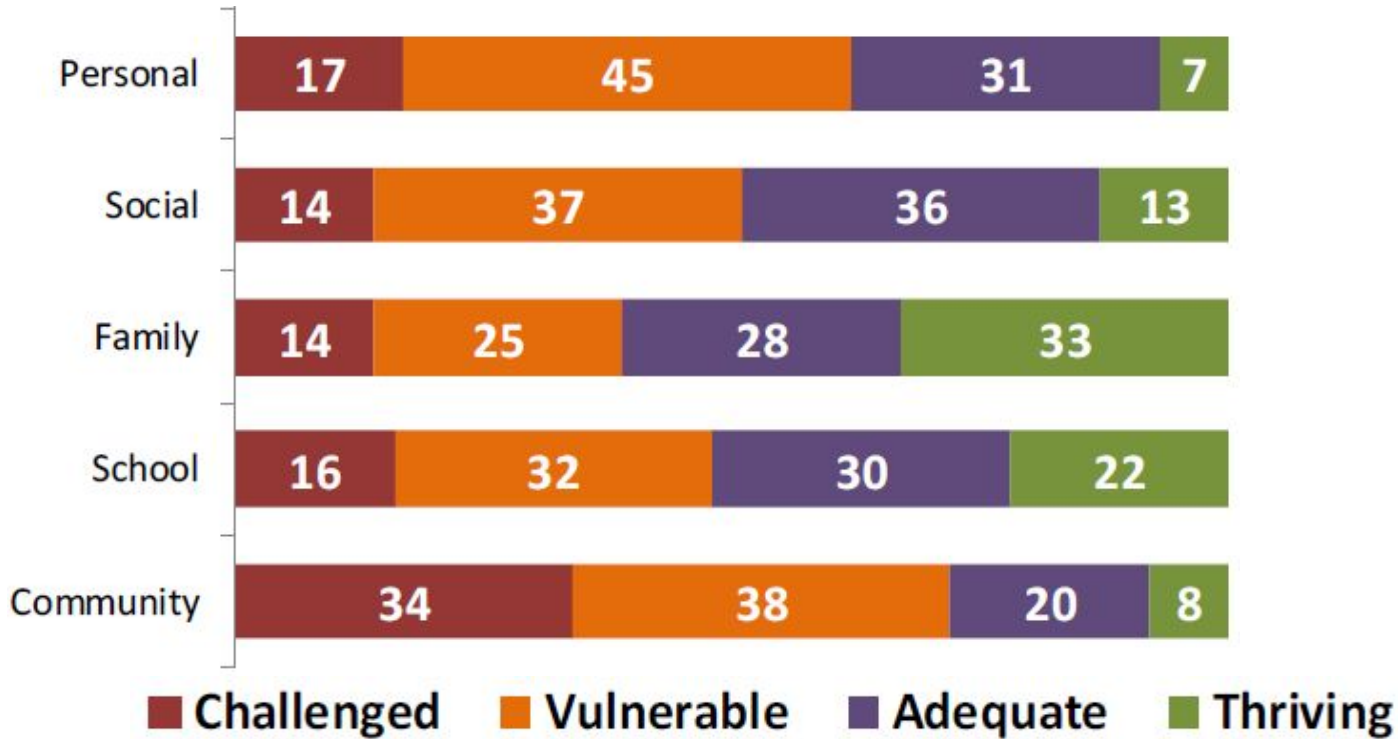
Mean Scores for 5 Asset-Building Contexts (Range: 0–30)



Different experiences existed across some sub-groups:

- Boys were less likely to experience Assets from the Community context than the average experience.
- Grades 4-6 were more likely to experience Asset-rich environments within their family and school.
- Black and Multiracial students had less Asset experiences in school, with their peers, and the community. Latino students were similar in their community-level experiences.
- Compared to 2018, we saw a nearly 2 point drop in the community context. All other areas decreased, but by less than 1 point.

Developmental Contexts





How do we help youth thrive?

Questions & Answers

- Please share your questions in the chat.
- Questions will be answered as time allows.
- Remaining questions will be answered in a follow up FAQ.
- Submit questions after the presentation by scanning the QR code or following the link in the chat.



What Next?

Understanding ACEs Community Workshop

Wednesday, March 8th

9:00-11:00 AM at the Columbus Learning Center

Free two-hour workshop centered around growing awareness of Adverse Childhood Experiences (ACEs). This workshop will introduce the ACE study findings and implications and will introduce ideas on how each of us can shift the dynamics that lead to high ACE scores in Bartholomew County.

REGISTER: [CYDBARTHOLOMEW.ORG](https://www.cydbartholomew.org)



What Next?

Developmental Relationships Community Workshop

Wednesday, April 26th

6:00-8:00 PM at the Columbus Learning Center

Free in-person workshop to educate community members on how to use Developmental Relationships framework to improve interactions with youth in our community.

REGISTER: CYDBARTHOLOMEW.ORG



What Next?

Youth Mental Health First Aid- For Adults

Wednesday, April 13th

9:00 AM - 3:30 PM at the Columbus Learning Center

Free Youth Mental Health First Aid is designed to teach parents, family members, caregivers, teachers, school staff, peers, neighbors, health and human services workers, and other caring citizens how to help an adolescent (age 12-18) who is experiencing a mental health or addictions challenge or is in crisis.

REGISTER: CYDBARTHOLOMEW.ORG



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