

# Resources: NRC Features of Positive Developmental Settings

<b>Physical and Psychological Safety</b>	<p>Safe and health-promoting facilities; practices that increase safe peer group interaction and decrease unsafe or confrontational peer interactions.</p>	<p>NYSAN Program Quality Self-Assessment Tool  <a href="http://www.nysan.org/section/quality/qa">http://www.nysan.org/section/quality/qa</a></p> <p>Child Trends, 2009. Assessing Bullying  <a href="http://www.childtrends.org/?publications=assessing-bullying-a-guide-for-out-of-school-time-program-practitioners">http://www.childtrends.org/?publications=assessing-bullying-a-guide-for-out-of-school-time-program-practitioners</a></p> <p>Child Trends, 2012. Assessing Peer Relations  <a href="http://www.childtrends.org/?publications=assessing-peer-relations-a-guide-for-out-of-school-time-program-practitioners-2">http://www.childtrends.org/?publications=assessing-peer-relations-a-guide-for-out-of-school-time-program-practitioners-2</a></p> <p>Child Trends, 2009. Assessing Peer Conflict and Aggressive Behavior  <a href="http://www.childtrends.org/?publications=assessing-peer-conflict-and-aggressive-behaviors-a-guide-for-out-of-school-time-program-practitioners">http://www.childtrends.org/?publications=assessing-peer-conflict-and-aggressive-behaviors-a-guide-for-out-of-school-time-program-practitioners</a></p> <p>Child Trends, 2010. Assessing Self-Regulation  <a href="http://www.childtrends.org/?publications=assessing-self-regulation-a-guide-for-out-of-school-time-program-practitioners">http://www.childtrends.org/?publications=assessing-self-regulation-a-guide-for-out-of-school-time-program-practitioners</a></p>
<b>Appropriate Structure</b>	<p>Limit setting, clear and consistent rules and expectations, firm-enough control, continuity and predictability, clear boundaries, and age appropriate monitoring.</p>	<p>NYSAN Program Quality Self-Assessment Tool  <a href="http://www.nysan.org/section/quality/qa">http://www.nysan.org/section/quality/qa</a></p> <p>Child Trends, 2010. Assessing Stress in Children and Youth  <a href="http://www.childtrends.org/?publications=assessing-stress-in-children-and-youth-a-guide-for-out-of-school-time-program-practitioners">http://www.childtrends.org/?publications=assessing-stress-in-children-and-youth-a-guide-for-out-of-school-time-program-practitioners</a></p>
<b>Supportive Relationships</b>	<p>Warmth, closeness, connectedness, good communication, caring, support, guidance, secure attachment, and responsiveness.</p>	<p>Child Trends, 2010. Assessing Staff Relationships...  <a href="http://www.childtrends.org/?publications=assessing-staff-relationships-among-out-of-school-time-program-practitioners">http://www.childtrends.org/?publications=assessing-staff-relationships-among-out-of-school-time-program-practitioners</a></p> <p>Child Trends, 2007. How Program Administrators Can Support OST Staff  <a href="http://www.childtrends.org/?publications=how-program-administrators-can-support-out-of-school-time-staff">http://www.childtrends.org/?publications=how-program-administrators-can-support-out-of-school-time-staff</a></p> <p>Search Institute. Developmental Relationships  <a href="http://www.search-institute.org/what-we-study/developmental-relationships">http://www.search-institute.org/what-we-study/developmental-relationships</a></p> <p>Child Trends, 2013. Caring Adults  <a href="http://www.childtrends.org/wp-content/uploads/2013/12/2013-54CaringAdults.pdf">http://www.childtrends.org/wp-content/uploads/2013/12/2013-54CaringAdults.pdf</a></p>

<b>Opportunities to Belong</b>	<p>Opportunities for meaningful inclusion, regardless of one’s gender, ethnicity, sexual orientation, or disabilities; social inclusion, social engagement, and integration; opportunities for sociocultural identity information; and support for cultural and bicultural competence.</p>	<p>A Committee for all Children: A Guide to Inclusion  <a href="http://www.ces.ncsu.edu/depts/fourh/old/afterschool/communityforall1.pdf">http://www.ces.ncsu.edu/depts/fourh/old/afterschool/communityforall1.pdf</a></p> <p>Illuminating Differently Abled Awareness (middle school level)  <a href="http://idaa.aem.cornell.edu/">http://idaa.aem.cornell.edu/</a></p> <p>Gay, Lesbian &amp; Straight Education Network (GLSEN)  <a href="http://glsen.org/educate/resources">http://glsen.org/educate/resources</a></p> <p>Child Trends, 2007. Enhancing Cultural Competence in OST Programs  <a href="http://www.childtrends.org/?publications=enhancing-cultural-competence-in-out-of-school-time-programs-what-is-it-and-why-is-it-important">http://www.childtrends.org/?publications=enhancing-cultural-competence-in-out-of-school-time-programs-what-is-it-and-why-is-it-important</a></p> <p>Child Trends, 2011. Children of Latino Immigrants  <a href="http://www.childtrends.org/?publications=children-of-latino-immigrants-and-out-of-school-time-programs-2">http://www.childtrends.org/?publications=children-of-latino-immigrants-and-out-of-school-time-programs-2</a></p> <p>Child Trends, 2011. What Works for African American Children and Youth  <a href="http://www.childtrends.org/?publications=what-works-for-african-american-children-adolescents-lessons-from-experimental-evaluations-of-programs-and-interventions">http://www.childtrends.org/?publications=what-works-for-african-american-children-adolescents-lessons-from-experimental-evaluations-of-programs-and-interventions</a></p> <p>National Center for Cultural Competence  <a href="http://nccc.georgetown.edu/">http://nccc.georgetown.edu/</a></p>
<b>Positive Social Norms</b>	<p>Rules of behavior, expectations, injunctions, ways of doing things, values and morals, and obligations for service.</p>	<p>See inclusion resources above.</p> <p>Child Trends, 2011. What works for promoting and enhancing positive social skills  <a href="http://www.childtrends.org/wp-content/uploads/2011/03/child_trends_2011_03_02_RB_WWSocialSkills.pdf">http://www.childtrends.org/wp-content/uploads/2011/03/child_trends_2011_03_02_RB_WWSocialSkills.pdf</a></p>
<b>Support for Efficacy and Mattering</b>	<p>Youth-based; empowerment practices that support autonomy; making a real difference in one’s community; being taken seriously. Practice that includes enabling, responsibility granting, and meaningful challenge. Practices that focus on improvement rather than on relative current performance levels.</p>	<p>ACT for Youth. Youth Engagement  <a href="http://www.actforyouth.net/youth_development/engagement/">http://www.actforyouth.net/youth_development/engagement/</a></p> <p>See “Section 3: Resources &amp; References” handout in PYD 101 curriculum  <a href="http://www.actforyouth.net/youth_development/professionals/manual.cfm">www.actforyouth.net/youth_development/professionals/manual.cfm</a></p>

<b>Opportunities for Skill Building</b>	<p>Opportunities to learn physical, intellectual, psychological, emotional, and social skills; exposure to intentional learning experiences; opportunities to learn cultural literacies, media literacy, communication skills, and good habits of mind; preparation for adult employment; and opportunities to develop social and cultural capital.</p>	<p>Community Network for Youth Development, 2005. Making It Happen: Skill Building  <a href="http://partnerforchildren.org/storage/documents/cnyd-skill%20building%20module.pdf">http://partnerforchildren.org/storage/documents/cnyd-skill%20building%20module.pdf</a></p> <p>Service learning: <a href="http://www.nylc.org">www.nylc.org</a> or <a href="http://lift.nylc.org">http://lift.nylc.org</a></p> <p>ACT for Youth. Building Skills for Adulthood  <a href="http://www.actforyouth.net/health_sexuality/sexual_health/community/adulthood/">http://www.actforyouth.net/health_sexuality/sexual_health/community/adulthood/</a></p> <p>ACT for Youth. Social and Emotional Learning Toolkit  <a href="http://www.actforyouth.net/youth_development/professionals/sel/">http://www.actforyouth.net/youth_development/professionals/sel/</a></p>
<b>Integration of Family, School, and Community Efforts</b>	<p>Concordance; coordination; and synergy among family, school, and community</p>	<p>Child Trends, 2008. Building Community Partnerships  <a href="http://www.childtrends.org/?publications=building-community-partnerships-tips-for-out-of-school-time-programs">http://www.childtrends.org/?publications=building-community-partnerships-tips-for-out-of-school-time-programs</a></p> <p>Child Trends, 2007. Building, Engaging and Supporting Family and Parental Involvement  <a href="http://www.childtrends.org/?publications=building-engaging-and-supporting-family-and-parental-involvement-in-out-of-school-time-programs">http://www.childtrends.org/?publications=building-engaging-and-supporting-family-and-parental-involvement-in-out-of-school-time-programs</a></p> <p>Child Trends, 2011. Bringing Family to the Table  <a href="http://www.childtrends.org/?publications=bringing-family-to-the-table-tips-and-techniques-for-effective-family-engagement">http://www.childtrends.org/?publications=bringing-family-to-the-table-tips-and-techniques-for-effective-family-engagement</a></p>