



Building Blocks

What Kids Need to Succeed

Who Came Up With This Model?

- Developed by Peter Benson, Ph.D.
 - Search Institute, 1990
- Based on surveys of nearly 2 million youth in 600 towns & cities
- 800-888-7828 or www.search-institute.org



40 Building Blocks

SUPPORT

1. Family provides love & support
2. Frequently talks with parents and seeks parent's advice
3. Has three or more non-parent adults for support
4. Experiences caring neighbors
5. Positive & encouraging school climate
6. Parents are involved in school

EMPOWERMENT

7. Youth feels that adults in the community value him/her
8. Young people are given useful roles in the community
9. Serves others and the community
10. Feels safe at home, school and in the neighborhood

BOUNDARIES and EXPECTATIONS

11. Parents discipline & monitor whereabouts
12. School provides clear rules and consequences
13. Neighbors show they care by monitoring youth's behavior
14. Parents and other adults are good role models
15. Best friends have responsible behavior
16. Parents & teachers encourage youth to do well

CONSTRUCTIVE USE OF TIME

17. Involved in music, theatre or other arts 3 hours a week
18. Involved in youth/school clubs or sports 3 hours a week
19. Regularly attends religious services or activities
20. Regularly spends time at home with family

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40 Building Blocks

COMMITMENT TO LEARNING

21. Motivated to achieve in school
22. Interested in learning new things
23. Regularly spends time doing homework
24. Cares about their school
25. Regularly reads for pleasure 3 hours a week

POSITIVE VALUES

26. Believes it is important to help others
27. Concerned about world issues and promotes equality
28. Can stand up for what they believe
29. Tells the truth
30. Takes responsibility for self
31. Feels it is important not to be sexually active or use alcohol or other drugs

SOCIAL COMPETENCIES

32. Can plan ahead and make decisions and good choices
33. Good at making friends, empathetic & sensitive
34. Comfortable with people of all cultures, races, ethnic backgrounds
35. Can resist negative peer pressure
36. Seeks to resolve conflict nonviolently

POSITIVE IDENTITY

37. Feels “in control” of their lives
38. Has high self esteem
39. Reports that “my life has purpose”
40. Is optimistic about his/her personal future

Commitment to Learning

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The Building Block Difference

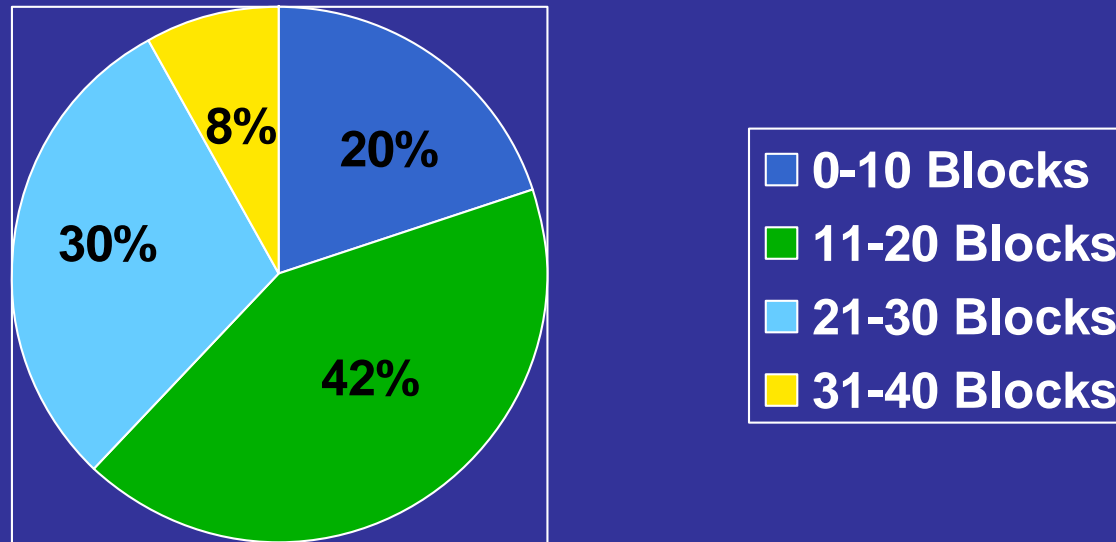
From...

- Problem focus
- Youth as problems
- Reactive
- Blaming
- Professionals
- Crisis management
- Competition
- Despair

To...

- Positive focus
- Youth as resources
- Proactive behavior
- Claiming responsibility
- Everyone
- Vision building
- Cooperation
- Hope

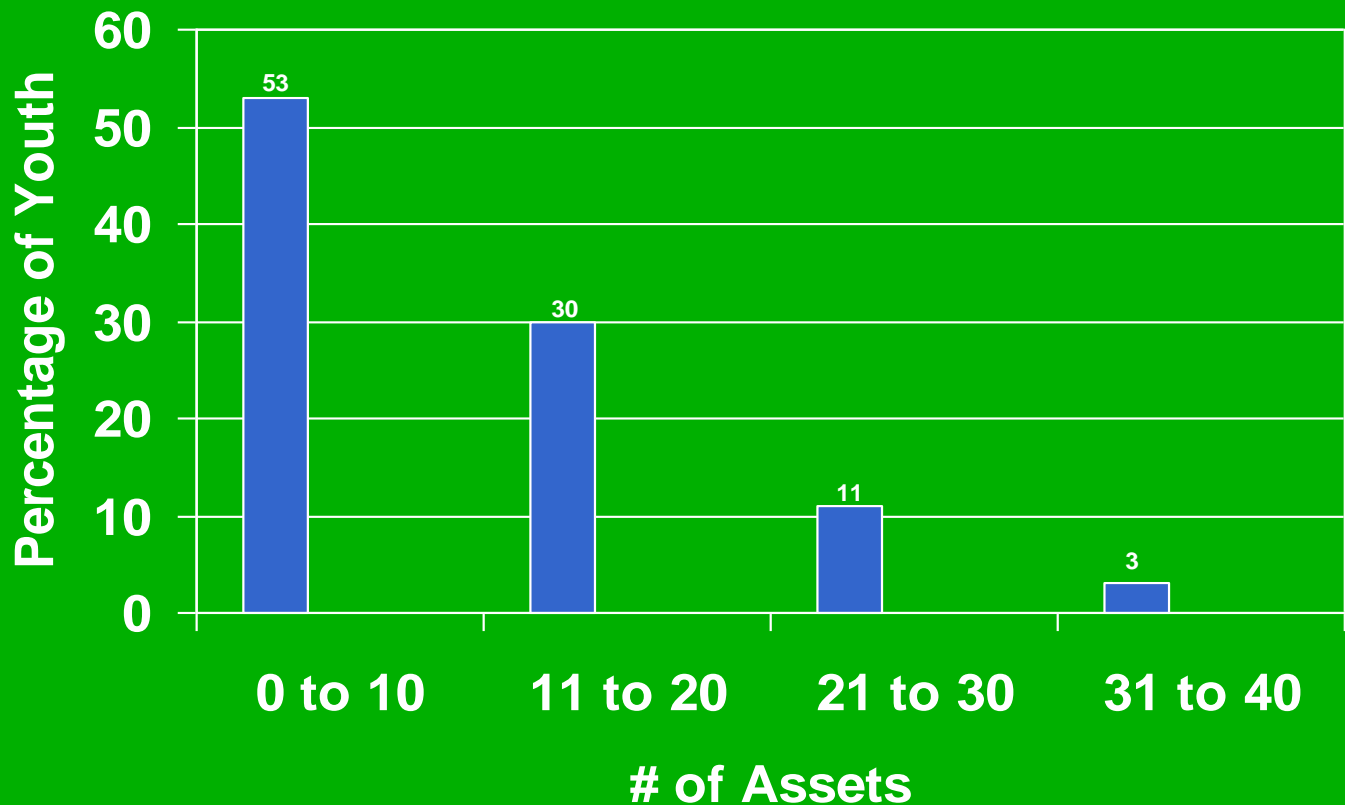
More “Blocks” mean fewer behavior problems



Problem Alcohol Use*



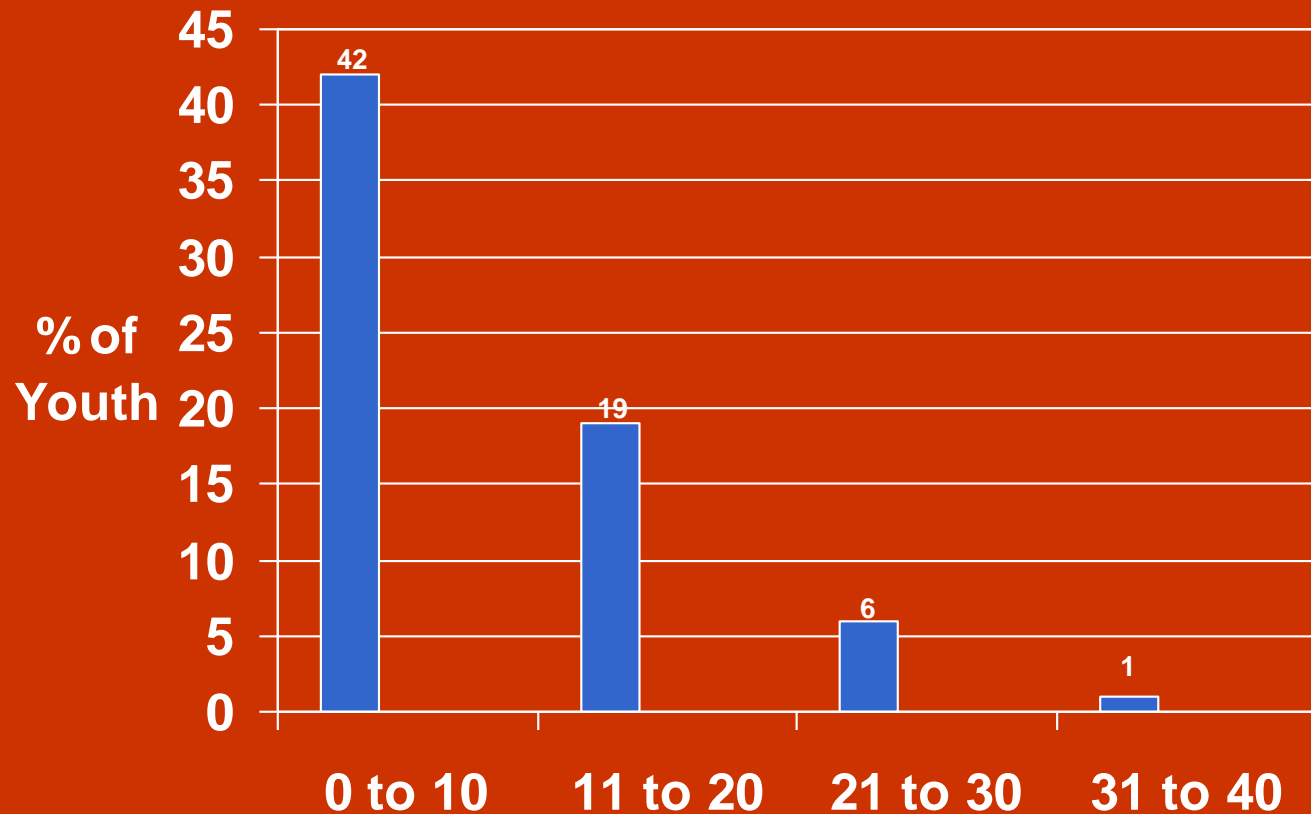
- *Has used alcohol three or more times in the past 30 days or gotten drunk once or more in the past two weeks.



Illicit Drug Use*

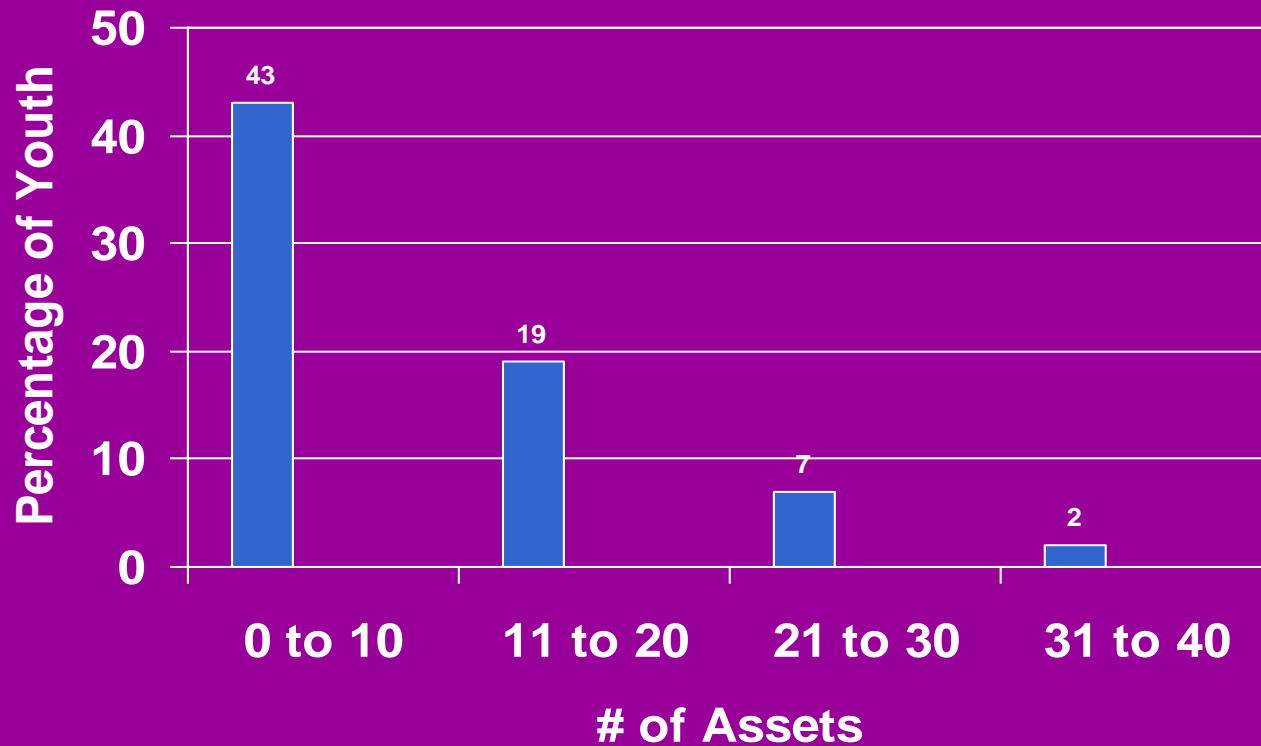
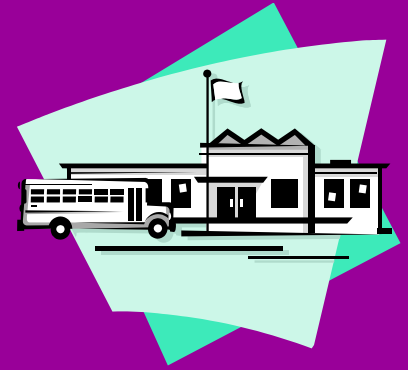


- Used illicit drugs (cocaine, LSD, PCP or angel dust, heroin, or methamphetamines) three or more times in the past 12 months

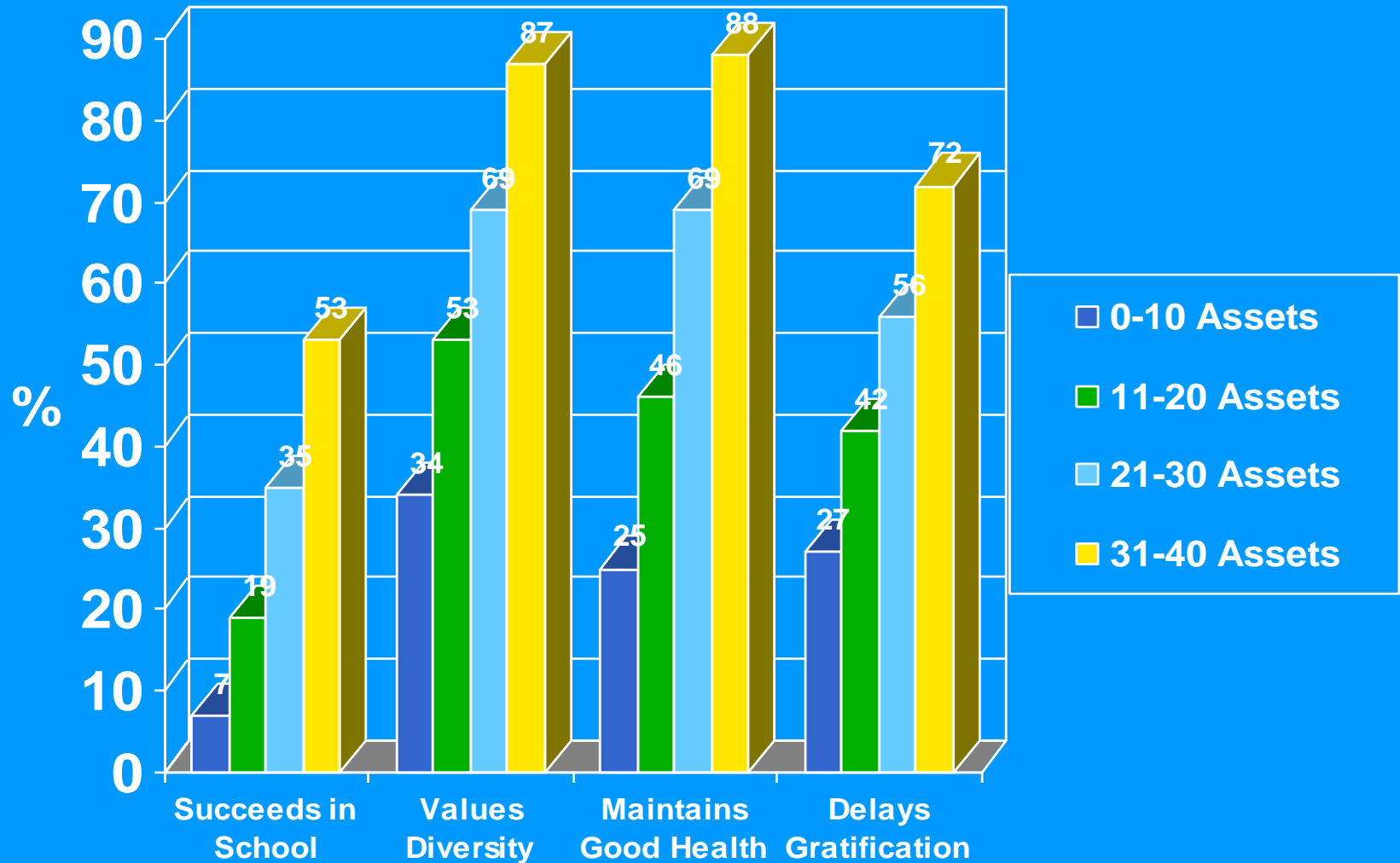


School Problems*

- Has skipped school two or more days in the last four weeks and/or has below a C average



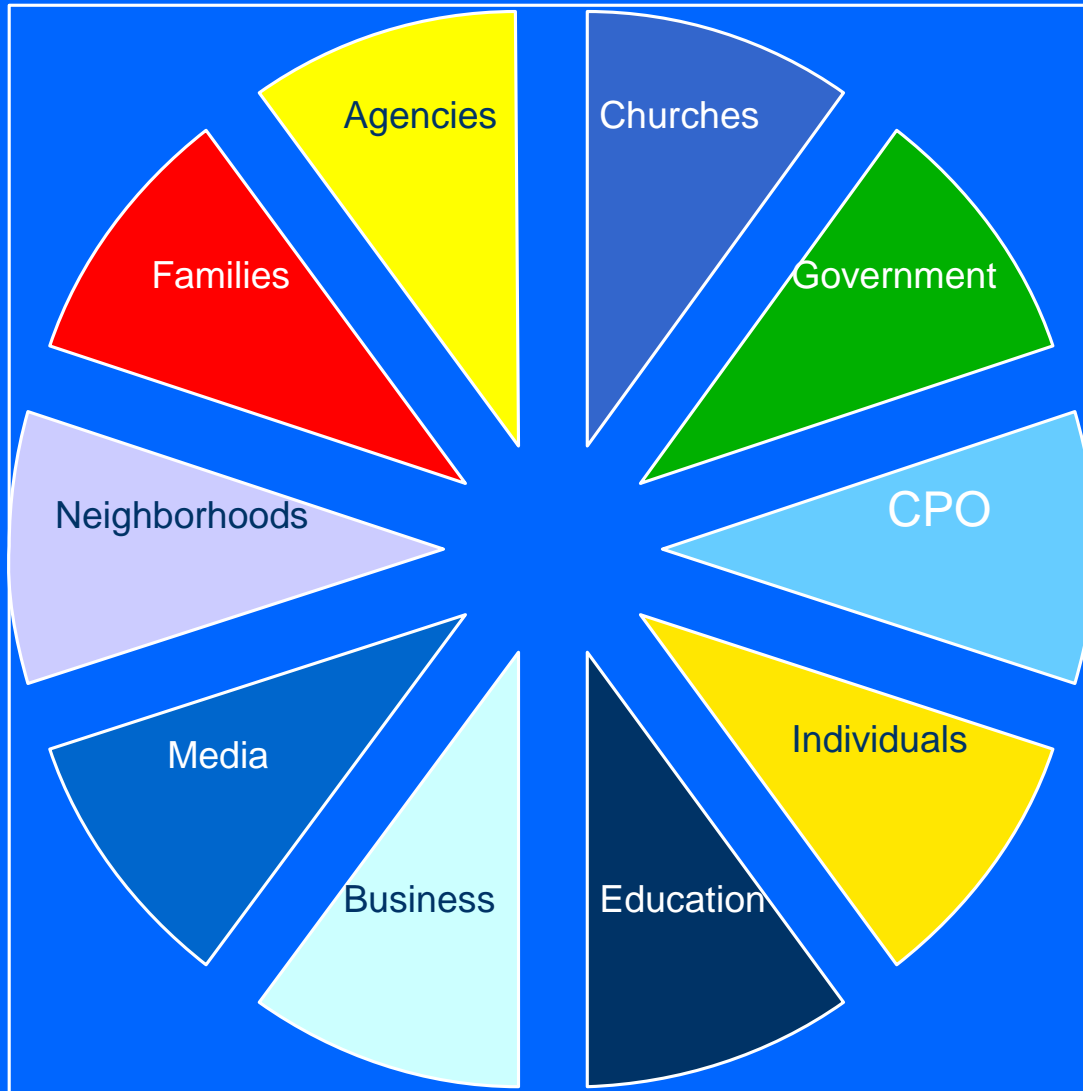
The Power of Building Blocks



The Principles of Building Blocks

1. All children and youth need Building Blocks.
2. Relationships are key.
3. Everyone can Build Blocks.
4. Building Blocks is an ongoing process.
5. Delivering a consistent message is crucial.
6. Duplication and repetition are necessary.

Communities Building Blocks



Where Do We Start?

- Identify a block or blocks to work on to assist in Building Blocks within each child
- Educate others who influence children about Building Blocks
- Assist in integrating the Building Blocks into every sector of the community wheel

Families

- #1 Family provides love and support
- #2 Frequently talks with parents and seeks parent's advice
- #5 Parents are involved in school
- #10 Feels safe at home, school and in the neighborhood
- #11 Parents discipline and monitor whereabouts
- #14 Parents and other adults are good role models
- #16 Parents & teachers encourage youth to do well
- #20 Regularly spends time at home with family

Social Service Agencies

- #1 Family provides love and support
- #2 Frequently talks with parents and seeks parent's advice
- #11 Parents discipline and monitor whereabouts
- #16 Parents and teachers encourage youth to do well
- #37 Feels "in control" of their lives
- #40 Is optimistic about his/her personal future

Businesses

- # 3 Has three or more non-parent adults for support
- #7 Youth feels that adults in the community value him/her
- #14 Parents and other adults are good role models

Media

- #10 Feels safe at home, school or in the neighborhood
- #14 Adult role models
- #31 Feels it is important not to be sexually active or use alcohol or other drugs
- #32 Can plan ahead and make good decisions and good choices
- #35 Can resist negative peer pressure
- #36 seeks to resolve conflict nonviolently

Faith-Based Organizations

- #3 Has three or more non-parent adults for support
- #9 Serves others and the community
- #14 Parents and other adults are good role models
- #16 Parents and teachers encourage youth to do well
- #19 Regularly attends religious services or activities

Schools

- #5 Positive and encouraging school climate
- #6 Parents are involved in schools
- #10 Feels safe at home, school and in the neighborhood
- #12 School provides clear rules and consequences
- #14 Parents and other adults are good role models
- #16 Parents and teachers encourage youth to do well
- #18 Involved in youth/school clubs or sports 3 hours a week

Schools cont'd

- #21 Motivated to achieve in school
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