Discovering what kids need to succeed
## Relationships in Your Personal Life

For each section below, write the names of up to three people who did these things for and with you when you were growing into the person you have become. It is OK to leave one line or all three lines blank.

### Your Connections

<p>| | | |</p>
<table>
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<tbody>
<tr>
<td>1. Who showed you that you mattered to them? They may have done this by . . .</td>
<td>1.</td>
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<tr>
<td></td>
<td>• Being someone you could trust.</td>
<td>2.</td>
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<tr>
<td></td>
<td>• Really paying attention when you were together.</td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td>• Making you feel known and valued.</td>
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<td></td>
<td>• Showing you that they enjoyed being with you.</td>
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<td></td>
<td>• Praising you for your efforts and achievements.</td>
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</tbody>
</table>

| 2. Who pushed you to keep getting better? They may have done this by . . . | 1.   |   |
|   | • Expecting you to live up to your potential. | 2.   |
|   | • Pushing you to go further. | 3.   |
|   | • Helping you learn from mistakes and setbacks. |   |
|   | • Insisting that you take responsibility for your actions. |   |

| 3. Who helped you complete tasks and achieve your goals? They may have done this by . . . | 1.   |   |
|   | • Guiding you through hard situations and systems. | 2.   |
|   | • Building your confidence to take charge of your life. | 3.   |
|   | • Standing up for you when you needed it. |   |
|   | • Putting in place limits that kept you on track. |   |

| 4. Who treated you with respect and gave you a say? They may have done this by . . . | 1.   |   |
|   | • Taking you seriously and treating you fairly. | 2.   |
|   | • Involving you in decisions that affected you. | 3.   |
|   | • Working with you to solve problems and reach goals. |   |
|   | • Creating opportunities for you to take action and lead. |   |

| 5. Who connected you with people and places that broadened your world? They may have done this by . . . | 1.   |   |
|   | • Exposing you to new ideas, experiences, and places. | 2.   |
|   | • Inspiring you to see possibilities for your future. | 3.   |
|   | • Introducing you to other people who helped you grow. |   |

Below write below the name of the person listed above who you think most positively influenced your development or the name of a person you listed who you had not previously considered influential.
The Relationship Gap

\[ \frac{2}{3} \]

— Robert Putnam, 2015
# of Relationships in Which Young People Experience the 5 Elements Often or Very Often

- 5 strong relationships: 16%
- 4 strong relationships: 12%
- 3 strong relationships: 15%
- 2 strong relationships: 16%
- 1 strong relationship: 18%
- No strong relationships: 22%

Source: 2016 Survey of 25,395 adolescents in grades 6-12 in diverse county in western U.S.
Why the Relationship Gap Matters

7th graders wrote essays on their personal heroes

Source: “Breaking the Cycle of Mistrust: Wise Interventions to Provide Critical Feedback Across the Racial Divide,” David Scott Yeager, PhD, University of Texas at Austin; Geoffrey L. Cohen, PhD, Stanford University; Valerie Purdie-Vaughns, PhD, and Patti Brzustoski, Columbia University; Julio Garcia, PhD, University of Colorado at Boulder; Nancy Apfel, Yale University; Allison Master, PhD, University of Washington; William T. Hessert, MA, University of Chicago; and Matthew E. Williams, MEd, principal of Bronx Design & Construction Academy; Journal of Experimental Psychology: General, online Aug. 12, 2013.
HERO PAPER

My hero is Barry Sanders. I'm writing about him because he is my idol. I look up to him. He also set the NFL's record in rushing yards. I also want to be just like him.

First, he set the NFL in rushing yards. He is outstanding. He just kept running through the holes and charging through with great force and speed. He scored millions of TD's and won the SUPER BOWL about a couple times for his team. He is a very good football player.

Next is about him being my idol. He is a good inspiration. Only I know him and I play football. Also he is a very kind guy. I will love to be just like him. He is cool, funny, a good sport and a hole bunch of other stuff. Last is about how I want to be like him.

I want to be just like him because he is amazing at football. I play football and I love football. He is the best running back and it might stay that way. I HOPE if I was like him, I would be so happy cause he is so talented and I want to be a running back too. I will practice hard and try my best to become a awesome running back just like BARRY SANDERS.

So I have told you why I picked him to be my hero. He set the world record in rushing yards. I look up to him. And I want to be just like him. That is why I picked BARRY SANDERS as my hero.
Randomly Assigned Messages on Post-It Notes

Neutral Expectations Message

“I’m giving you these comments so that you’ll have feedback on your paper.”

High Expectations Message

“I’m giving you these comments because I have very high expectations and I know you can reach them.”
Results:
Revising the essay one week later

<table>
<thead>
<tr>
<th></th>
<th>Neutral Expectations Message</th>
<th>High Expectations Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Students</td>
<td>62%</td>
<td>87%</td>
</tr>
<tr>
<td>African-American Students</td>
<td>17%</td>
<td>72%</td>
</tr>
</tbody>
</table>

Also: African-American students who received the high expectations message made twice as many teacher-suggested changes as African-American students who received the neutral expectations message.
Results 1 Year Later: 8th Grade Discipline

![Graph showing the comparison between Placebo and "Wise Feedback" in 7th Grade for 8th Grade Discipline Incidents (covariate adjusted).](image)

White Students: Placebo 0.84, Wise Feedback 0.74

Results 5 ½ Years Later: College Enrollment

Opening the Black Box of Developmental Relationships
Developing the Framework

- Literature review
- Focus groups
- Analysis of Data

Tested and refined through surveys
Developmental Relationships are:

Close connections through which young people discover who they are, gain abilities to shape their own lives, and learn how to interact with and contribute to the world around them.
What Developmental Relationships Develop:

Identity
Agency
Community
Elements of Developmental Relationships

Express Care
Challenge Growth
Provide Support
Share Power
Expand Possibilities
# The Developmental Relationships Framework

Young people are more likely to grow up successfully when they experience developmental relationships with important people in their lives. Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them. Search Institute has identified five elements—expressed in 20 specific actions—that make relationships powerful in young people’s lives.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Actions</th>
<th>Definitions</th>
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</table>
| 6. Express Care  
Show me that I matter to you. | • Be dependable .......... Be someone I can trust.  
• Listen .................. Really pay attention when we are together.  
• Believe in me............. Make me feel known and valued.  
• Be warm .................. Show me you enjoy being with me.  
• Encourage ............... Praise me for my efforts and achievements. |  |
| 7. Challenge Growth  
Push me to keep getting better. | • Expect my best ........ Expect me to live up to my potential.  
• Stretch .................. Push me to go further.  
• Hold me accountable ...... Insist I take responsibility for my actions.  
• Reflect on failures ...... Help me learn from mistakes and setbacks. |  |
| 8. Provide Support  
Help me complete tasks and achieve goals. | • Navigate.................. Guide me through hard situations and systems.  
• Empower .................. Build my confidence to take charge of my life.  
• Advocate .................. Stand up for me when I need it.  
• Set boundaries ........... Put in place limits that keep me on track. |  |
| 9. Share Power  
Treat me with respect and give me a say. | • Respect me .................. Take me seriously and treat me fairly.  
• Include me ................. Involve me in decisions that affect me.  
• Collaborate ............... Work with me to solve problems and reach goals.  
• Let me lead .................. Create opportunities for me to take action and lead. |  |
| 10. Expand Possibilities  
Connect me with people and places that broaden my world. | • Inspire ..................... Inspire me to see possibilities for my future.  
• Broaden horizons ........ Expose me to new ideas, experiences, and places.  
• Connect .................... Introduce me to people who can help me grow. |  |

NOTE: Relationships are, by definition, bidirectional, with each person giving and receiving. So each person in a strong relationship both engages in and experiences each of these actions. However, for the purpose of clarity, this framework is expressed from the perspective of one young person.

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Element 1: Express Care

“Show me that I matter to you.”

- Be dependable
- Listen
- Believe in me
- Be warm
- Encourage
Element 2: Challenge Growth

“Push me to keep getting better”

- Expect my best
- Stretch
- Hold me accountable
- Reflect on failures
Element 3: Provide Support

“Help me complete tasks and achieve goals.”

- Navigate
- Empower
- Advocate
- Set boundaries
Element 4: Share Power

“Treat me with respect and give me a say.”

- Respect me
- Include me
- Collaborate
- Let me lead
Element 5: Expand Possibilities

“Connect me with people and places that enlarge my world.”

- Inspire
- Broaden horizons
- Connect
How the 5 Elements Interact
Developmental Relationships and Outcomes

Source: 2016 Survey of 25,395 adolescents in grades 6-12 in diverse city in western U.S.
The quality of parent-child relationships is 10 times more powerful than demographics* in predicting whether children are developing critical social-emotional skills they need for success in life.

* Includes age, gender, race-ethnicity, immigration status, and financial strain
Relationships Across a County

Source: 2016 Survey of 25,395 adolescents in grades 6-12 in diverse county in western U.S.
Families With Young Children

1,085 Parents with Children, 3-13

Express Care: 83%
Challenge Growth: 72%
Provide Support: 75%
Share Power: 41%
Expand Possibilities: 36%

Pekel et al., 2015
Family Relationships by Race and Ethnicity

1,085 Parents of Children, 3-13

Pekel et al., 2015
Future Measurement: Two Perspectives

Express Care
- Parents: 57%
- Youth: 79%

Challenge Growth
- Parents: 73%
- Youth: 89%

Provide Support
- Parents: 59%
- Youth: 74%

Share Power
- Parents: 38%
- Youth: 37%

Expand Possibility
- Parents: 43%
- Youth: 42%

Parents and youth, ages 12-18 (2 communities)

N = 633 matched pairs (average) % scoring at an optimal level (75%)
How to?
Download a copy of our recent report

Consider attending a Developmental Relationships Bootcamp that I will facilitate in Minneapolis:

- March 20-21, 2018
- April 17-18, 2018

To register go to www.search-institute.org/DRworkshop
The REACH Process for Schools
The REACH Survey

Teachers Expect My Best

9% 19% 19% 53%

Below Approaching Meets Exceeds Goal

Source: 918 students in an urban middle school in the Western United States
The REACH Survey

Teachers Believe in Me

- 32% Below
- 30% Approaching
- 22% Meets
- 16% Exceeds Goal

Source: 918 students in an urban middle school in the Western United States
A Resource for Engaging Families
Working Across Sectors

RELATIONSHIPS FOR OUTCOMES INITIATIVE
But...
the ingredient often isn’t activated

1. Time
2. Staff turnover
3. Staff don’t believe relationships help achieve the mission
4. Staff don’t know how to start and strengthen relationships
5. Dysfunctional relationships among adults get in the way
6. Relationships are considered only from the adults’ point of view, so youth perspective is unknown
7. Building relationships with young people – especially those who live in difficult circumstances – takes a significant psychological and emotional toll on the adults who work with them
8. Some staff hear calls to build better relationships as suggestions they aren’t doing their jobs and, as a result, they approach relationship-building initiatives with cynicism or skepticism
9. A lack of practical resources, such as tools, techniques, and training
10. Difficulty building relationships across lines of race, class, and culture
11. The absence of valid and reliable measures of relationships
12. Funders and policy makers push for scale and efficiency rather than quality relationships
13. Social media!
When building relationships with all youth seems impossible, remember:

“Whether the burdens come from the hardships of poverty, the challenges of parental substance abuse or serious mental illness, the stresses of war, the threats of recurrent violence or chronic neglect, or a combination of factors, the single most common finding is that children who end up doing well have had at least one stable and committed relationship with a supportive parent, caregiver, or other adult.”

Harvard University
and remember your own development.
Discovering what kids need to succeed