



# CULTURAL COMPETENCY UPDATE

*...a newsletter to address cultural issues that enable us to effectively work in cross cultural situations.*

**June 2017**

**Volume 13, Issue 6**

## Inside this issue:

**40 Developmental Assets**  
**Raising Thriving Kids**

**1/2**

**Meeting Highlights**

**2**

## 40 Developmental Assets

### Raising Thriving Kids

**Edwin Rivera**

The 40 Developmental Assets is a framework created by Search Institute consisting of preventative measures, positive experiences, and qualities that young people need to grow up healthy, caring and responsible. These assets are protective factors that have been consistently shown, by research, to buffer youth from risk.

The more assets a child has the higher probability that child will not be involved in behaviors of concern such as: teen pregnancy, school dropout, substance use & abuse, delinquency or violence.

The assets have both external and internal categories. Within each are subcategories:

### EXTERNAL ASSETS



**Support**



**Empowerment**



**Boundaries & Expectations**



**Constructive Use of Time**

### INTERNAL ASSETS



**Commitment to Learning**



**Positive Values**



**Social Competencies**



**Positive Identity**

**BHRS Cultural Competence,  
Equity and Social Justice  
Committee meets on the 2nd  
Monday of each month from  
9:00 a.m. to 10:30 a.m. in the  
Redwood Room,  
800 Scenic Drive**

For the past eight years Behavioral Health & Recovery Services, Substance Use Education and Prevention Services in collaboration with the Modesto City Schools District, has provided 40 Developmental Assets Trainings for parents of Elementary, Middle and High School age youth.

We offer 10 hour trainings and meet on a weekly basis for 2 hours. Each week parents are given assignments and then have the opportunity to share with the group their positive or negative experiences. Some of the discussions are geared to address negative attitudes and behaviors, as well as giving praise not only to their children but also the youth that are involved in their children's lives.

Applying Results Based Accountability (RBA) to 40 Developmental Assets.

How much did we do? Between 2010 and 2016, BHRS Substance Use Education and Prevention Services have trained 1,662 parents on the 40 Developmental Assets. We had 1,569 moms and 93 dads, most of which were monolingual Spanish.

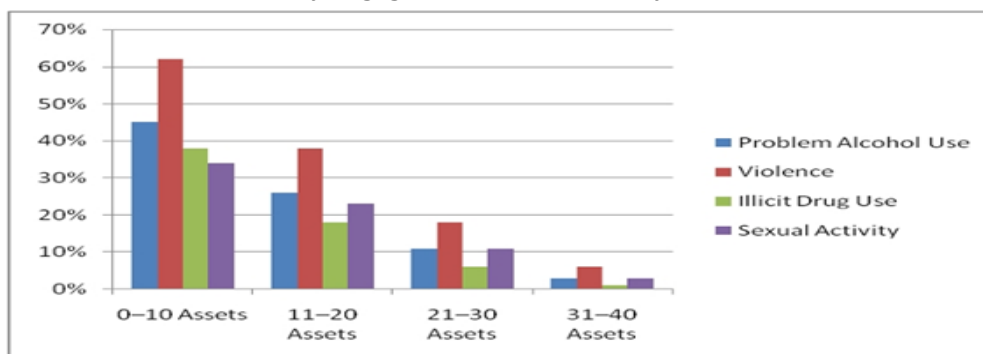
How well did we do it? Trainings were provided in Spanish language and content customized to honor the participants customs and traditions. We use "Post its" as a way to write how parents feel and let their children know how proud they are of them. The "150 Ways to Show Kids You Care" posters are another tool to express or give positive reinforcements; posters are in Spanish and English. We role play "Redirecting Negative Behaviors" and participants create skits on setting clear boundaries and having high expectations.



Sponsored by  
Stanislaus County  
Board of Supervisors

Is anyone better off? Parents report that they came from homes where children were not heard or seen. Often time alcoholism or drug use and addiction were present. Parents share their stories with tears and express wanting so hard not to repeat the abuse. Some have said “I scream and yell all day and nothing changes, except they don’t want me around them”. After completing the training, parents have shared how much they appreciate the hands on tools that assist them in helping their children to succeed in many aspects of their lives. A mom reported that her son was beginning to stray away from family activities. His new acquaintances were not involved in the sports her son enjoyed and wanted him to hang out late at night or past curfew. After a week of positive reinforcement’s with the tools provided by the 40 Developmental Assets training, setting clear boundaries, and dad getting more involved, he was able to turn it around. Mom shared “not only has my son’s attitude changed, but so has mine”. I have personally seen the 40 Developmental Assets work in families that have gone from not being able to communicate in a way that mattered to honoring each other.

Over time, studies of more than 5 million young people consistently show that the more assets that young people have, the less likely they are to engage in a wide range of high-risk behaviors and the more likely they are to thrive. Research shows that youth with the most assets are least likely to engage in four different patterns of high-risk behavior, including problem alcohol use, violence, illicit drug use, and sexual activity. When they have higher levels of assets, they are more likely to do well in school, be civically engaged, and value diversity.



If you have any questions regarding The 40 Developmental Assets Training, please contact Edwin Rivera at (209) 312-4067.

## Highlights of May Cultural Competency, Equity and Social Justice Committee (CCESJC) Meeting



### Review CLAS Standard #1 Exercise Activity

Reviewed the CLAS Standards #1 Exercise Activity handout from previous meeting. Standard #1: Provide effective, equitable, understandable, and respectful quality care and services that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs.

### Review of CLAS Standard # 2

Reviewed handout CLAS Standard #2: Advance and sustain organizational governance and leadership that promotes CLAS and health equity through policy, practices, and allocated resources. The committee broke up into groups to discuss and answer CLAS Standards #2 Exercise activity; the following questions were on the handout: What are ways that we advance and sustain organizational governance and leadership? How do we promote CLAS and health equity through the following areas: Policy? Practices? Allocated Resources?

### Mental Health Awareness Month

May is Mental Health Awareness Month. The committee was provided with ribbons to take and share with others. If interested in items please email Luis Molina at [LMolina@stanbhhs.org](mailto:LMolina@stanbhhs.org) or call Prevention Early Intervention office at (209) 541-2555.

**If you have questions or suggestions regarding Cultural Competency, please e-mail:**  
**Abraham Andres, [aandres@stanbhhs.org](mailto:aandres@stanbhhs.org)**  
**Jorge Fernandez, [jfernandez@gvhc.org](mailto:jfernandez@gvhc.org)**