

Developing Positive Indicators of Child Well- being

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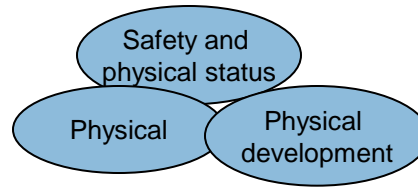
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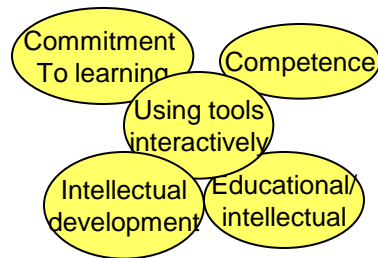
Examples of Existing Conceptual Frameworks

DeSeCo	Multi-national Project	U.S. National Research Council	Child Well-being Index
	Safety and physical status	Physical development	Physical
Using tools interactively		Intellectual development	Educational/intellectual
Acting autonomously	Personal life	Psychological and emotional development	Psychological
Functioning in socially heterogenous groups	Civic life Children's activities	Social development	Social

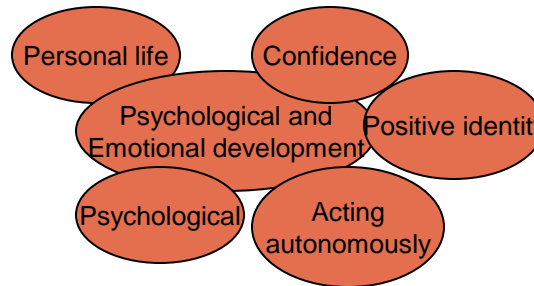
Physical health, development, & safety



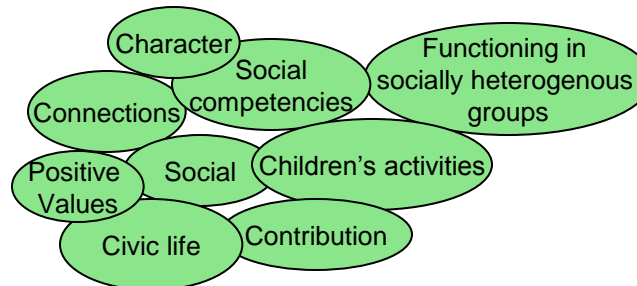
Cognitive development & education



Psychological/ emotional development



Social development and behavior



	0 to 5 years	6 to 11 years	12 to 17 years
Physical health, development, & safety			
Cognitive development & education			
Psychological/ emotional development			
Social development and behavior			

Examples of Conceptual Frameworks for Contexts

Multi-national Project	Child Well-being Index	Search Assets
	<i>(Child Well-being)</i>	<i>(Internal)</i>
Safety and physical status	Physical	
	Educational/intellectual	Commitment to learning
Personal life	Psychological	Positive identity
		Social competencies
Civic life	Social	Positive values
Children's activities		
	<i>(Contexts)</i>	<i>(External)</i>
Children's economic resources and contribution	Family context Community context Sociodemographic context [School]	Support Empowerment Boundaries and expectations Constructive use of time

Examples of Conceptual Frameworks for Contexts

Multi-national Project

Children's economic
resources and
contribution

Child Well-being Index

(Contexts)

Family context
Community context
Sociodemographic
context
[School]

Search Assets

(External)

Support
Empowerment
Boundaries and
expectations
Constructive use
of time

Individuals

**Physical health,
development, &
safety**

**Cognitive development
& education**

**Psychological/
emotional development**

**Social development
and behavior**

Relationships

Family

Peers

School

Community

Macrosystems

Context

Family

Peers

School

Community

Macrosystems

Physical Health, Development & Safety

Constructs	Indicators
Overall health	Positive health status, health maintenance care
Healthy habits	Eating, exercise, sleep habits
Safe from accident, injury	Wearing bicycle helmets, seatbelts, etc.
Risk management skills	Skills and knowledge to avoid drug and alcohol use and risky sex

Cognitive Development & Education

Educational attainment	Secondary and postsecondary enrollment and completion; career and technical training; licenses, attainment expectations
Educational achievement	In language, math, science, reading, writing, etc.; curricular-based achievement and literacy
Academic self-concept	Self-perception of academic performance, ability
Critical thinking	Evaluation/analytical/problem-solving skills
Knowledge of essential life skills	Financial management, decision-making skills, home maintenance, etc.
Positive attitude toward learning	Curiosity, active learning strategies, mastery motivation, study skills
School engagement	Behavioral, emotional, and cognitive engagement
Interactive use of technology	Able to use computers and communication technology; internet; networking sites
Creativity	Arts: music, writing, art, theater, dance, etc.; ability to develop new views, approaches to tasks
Civic knowledge	Knowledge of tenants of democracy, government, laws, justice, tolerance
Career and technical knowledge	Knowledge of occupations, salary ranges, requirements needed

Psychological / Emotional Development

Overall psychological, emotional well-being	Happiness, subjective well-being flourishing, life satisfaction
Self-management	Age-appropriate autonomy, emotional self-regulation, persistence, constructive time use
Agency	Planfulness, resourcefulness, positive risk-taking, realistic goal-setting, motivation
Confidence	Positive identity and self-worth
Optimism and resilience	Positive outlook and constructive adaptation to adverse events
Sense of purpose	Believing one's life is meaningfully connected in a larger picture
Spirituality	Transcendence

Social Development & Behavior

Moral character	Ethical behavior, integrity
Prosocial values	Caring, empathy for others
Social intelligence	Communication, cooperation, conflict-resolution skills, trust, intimacy
Cultural intelligence	Cross-cultural competence
Environmental awareness and behavior	Knowledge, positive behaviors
Civic awareness, motivation	Age-appropriate concern and motivation regarding community, social or public issues, civic knowledge, civic self-image and self-efficacy and connectedness

Individuals

**Physical health,
development, &
safety**

**Cognitive development
& education**

**Psychological/
emotional development**

**Social development
and behavior**

Relationships

Family

Peers

School

Community

Macrosystems

Context

Family

Peers

School

Community

Macrosystems

Relationships: Family

Positive relations with parents	Warmth, closeness, communication, support, positive advice
Positive relations with siblings, extended family	Warmth, closeness, communication, support, positive advice
Positive functioning of family as whole	Outings, celebrations, vacations, family meals together

Relationships: Peers

Positive friendships

Supportive friendships, quality of relationship with peers, opportunity to meet friends or invite friends home

Relationships: School

Positive relations with teachers	Student report of teacher support
Positive engagement and connection	Participation in school clubs and extracurricular activities at school
	Sense of belonging at school and peer acceptance

Relationships: Community

Positive relations with non-family adults	Advice, support, communication
Engagement in community institutions	Participates in organized recreation activities
Sense of belonging in community	Participates in activities at community organizations/institutions
Civic engagement	Current or past participation with organizations such as human-rights groups, religions associations or youth clubs
	Intentions regarding future political and civic participation as adults (e.g. voting, campaigning, volunteer work)
Constructive and non-taxing employment	Hours worked
Positive digital/electronic relationships	Hours spent and content of media interactions

Relationships: Macrosystem

Positive group identity	Relates positive to own group membership without disparaging others
Engages with positive ideologies, movements	Cultural, spiritual, political, economic

Individuals

**Physical health,
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Relationships

Family

Peers

School

Community

Macrosystems

Context

Family

Peers

School

Community

Macrosystems

Contexts: Family

Positive parenting	Warmth, communication, role modeling, time/discussions with children, appropriate structure/monitoring, high expectations
Parental activities and enrichment	Read books to child, go to the library, go on outings
Parent involvement in community	School, religious institution, community organizations
Resources	Steady parental employment and adequate income/benefits, adequate housing, child care, parent education, number of adults in household, health services, cognitive/developmental resources (books, phone, internet, magazines, newspapers)
Social capital	Quantity and quality of social, family and business networks
Safe household	Absence of smoke, in good repair, no lead, etc.

Contexts: Peers

Positive peers

Peers who do not engage in risky behavior and who are good students

Contexts: School

Access to good schools	Parent satisfaction with school or wishing to transfer?
Safe schools	Safe from bullying, discrimination, crime

Contexts: Community

Safe neighborhoods	Safe from violence, crime, environmental toxins
Positive physical environment	Recreation facilities and spaces
Caring adults	Appropriate structure, high expectations
Activities	Organized child/youth/recreational activities
Community institutions/organizations	Active/religious, social, political, environmental organizations, and civic institutions
Services	Adequate social/economic services
Positive social norms	Values support diversity, tolerance, work, families

Contexts: Macrosystem

Cultures/subcultures	Societal values, lifestyles, spending patterns
Belief systems	Spiritual, philosophical, political, economic

Methodological Issues

- 1) Defining what is a positive indicator
- 2) Involving Children and Youth
- 3) Cross-Cultural and Cross-National validity
- 4) Micro versus macro data
- 5) Surveys versus administrative data
- 6) Reporters of information
- 7) Periodicity
- 8) Longitudinal data
- 9) Items versus scales
- 10) Relative versus absolute measures
- 11) Validity, both concurrent and predictive
- 12) Sub-populations with special needs or perspectives
- 13) Cut points

The Search Institute Series on
Developmentally Attentive Community and Society

WHAT DO CHILDREN NEED TO FLOURISH?

*Conceptualizing and Measuring
Indicators of Positive Development*



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Measures in What Do Children Need to Flourish? Include...

- Positive formation of self: Character, attitudes, spirituality, and identity
- Healthy habits, positive behaviors, and time use
- Positive relationships with parents and siblings
- Positive attitudes and behaviors toward learning and school environments
- Enacting positive values and behaviors in communities: civic engagement, pro-social orientation, frugality, and generosity

Templeton Flourishing Children Project

- Developing items for surveys and programs on 21 constructs related to character and relationships
- Item scan and development
- Cognitive interviews (3 sites-including Seattle)
- Pilot Survey
- Psychometric testing and disseminating results for programs and surveys

Proposed Constructs

1. Educational engagement
2. Diligence & Reliability
3. Trustworthiness & Honesty
4. Good use of time - Thrift
5. Entrepreneurship
6. Frugality - Generosity
7. Financial Help for Family
8. Altruism
9. Gratitude
10. Hope/Future-mindedness
11. Life satisfaction
12. Purpose
13. Spirituality
14. Environmental Stewardship
15. Empathy
16. Forgiveness
17. Tolerance & Diversity
18. Social Competence
19. Conflict resolution
20. Positive friendships
21. Parent-Adolescent relationships

A Developmental Perspective on College and Work Readiness: Research Questions

- Do students need the same set of competencies to be ready for college, the workplace, and a healthy transition to adulthood?
- If so, which are more strongly supported by research?
- If not, where do they differ?
- Can the road to success be widened?

Key Competencies: Physical Development

Youth Development	College Readiness	Workforce Readiness
Healthy Habits		Managing one's health
Avoiding risk behavior		Avoiding risk behavior
Physical safety		Safe workplace practices

Key Competencies: Psychological Development

Youth Development	College Readiness	Workforce Readiness
Self-esteem	Self-esteem	Self-esteem
High Expectations	High Expectations	High Expectations
Self-management	Self-management	Self-management

Key Competencies: Social Development

Youth Development	College Readiness	Workforce Readiness
Character		Integrity
Communication skills and tools	Communication skills and tools	Communication skills and tools
Social Competence	Social Competence	Social Competence

Key Competencies: Cognitive Development

Youth Development	College Readiness	Workforce Readiness
Academic Achievement	Academic Achievement	Academic Achievement
Educational Attainment	Educational Attainment	Educational Attainment
Critical thinking	Analysis, evaluative and critical thinking	Analysis, evaluative and critical thinking

Key Competencies: Spiritual Development

Youth Development	College Readiness	Workforce Readiness
Sense of Purpose		
Religiosity		
Spirituality		



**Research in the Service of Children
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