

# Developmental Outcomes & Indicators Brainstorm

Take a few minutes to brainstorm indicators for each developmental outcome. Use these questions to guide you.

- What would a young person say that would show they are growing in (insert developmental outcome)?
- What would they do that would demonstrate these things?
- What would it look like if they were 12? 15? 17? 18? How would it look different at these different ages and stages?

| <i>Aspects of Identity: Young people demonstrate a positive identity when they have a sense of personal well-being and a sense of connection and commitment to others.</i> |                   |
|--|-------------------|
| <b>Outcomes</b>  | <b>Indicators</b> |
| <p><b>Safety and Structure</b></p> <p>a perception that one is safe in the world and that daily events are somewhat predictable</p>  |                   |
| <p><b>Self Worth</b></p> <p>a perception that one is a "good person" who contributes to self and others</p>  |                   |
| <p><b>Mastery and Future</b></p> <p>a perception that one is 'making it' and will succeed in the future</p>  |                   |

# Developmental Outcomes & Indicators Brainstorm Continued

*Aspects of Identity: Young people demonstrate a positive identity when they have a sense of personal well-being and a sense of connection and commitment to others.*

| <b>Outcomes</b>  | <b>Indicators</b> |
|--|-------------------|
| <p>Belonging and Membership</p> <p>a perception that one values, and is valued by, others in the family and in the community</p>   |                   |
| <p>Responsibility and Autonomy</p> <p>a perception that one has some control over daily events and is accountable for one's own actions and for the consequences on others</p>                 |                   |
| <p>Self-Awareness and Spirituality</p> <p>a perception that one is unique and is intimately attached to extended families, cultural groups, communities, higher deities, and/or principles</p> |                   |

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| <i>Areas of Ability: Young people demonstrate ability when they gain knowledge, skills and attitudes that prepare them for adulthood.</i>   |                   |
|---|-------------------|
| <b>Outcomes</b>   | <b>Indicators</b> |
| <p><b>Physical Health</b></p> <p>the ability and motivation to act in ways that best ensure current and future physical health for self and others</p>  |                   |
| <p><b>Mental Health</b></p> <p>the ability and motivation to respond affirmatively to and cope with positive and adverse situations, to reflect on one's emotions and surroundings, and to engage in leisure and fun</p>  |                   |
| <p><b>Intellectual Ability</b></p> <p>the ability and motivation to learn in school and in other settings, to gain the basic knowledge needed to graduate high school, to use critical thinking, to be creative, to use problem-solving and expressive skills, and to conduct independent study</p> |                   |

# Developmental Outcomes & Indicators Brainstorm Continued

*Areas of Ability: Young people demonstrate ability when they gain knowledge, skills and attitudes that prepare them for adulthood.*

| <b>Outcomes</b>   | <b>Indicators</b> |
|---|-------------------|
| <p data-bbox="342 537 578 583">Employability</p> <p data-bbox="134 632 789 827">the ability and motivation to gain the functional and organizational skills necessary for employment, including an understanding of careers and options, and the steps necessary to reach goals</p> |                   |
| <p data-bbox="258 989 664 1035">Civic and Social Ability</p> <p data-bbox="139 1104 784 1262">the ability and motivation to work collaboratively with others for the larger goods and to sustain caring friendships and relationships with others</p>                               |                   |
| <p data-bbox="331 1440 591 1486">Cultural Ability</p> <p data-bbox="134 1556 789 1713">the ability and motivation to respect and affirmatively respond to differences among groups and individuals of diverse backgrounds, interests, and traditions</p>                            |                   |