

WISCONSIN YOUTH FUTURES

Technical Report #17

Community Self-Assessment Tools

Youth Support Inventory For Preventing Risky Youth Behaviors



University of Wisconsin-Madison/Extension
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Technical Report #17 Community Self Assessment Tools:

Youth Support Inventory For Preventing Risky Youth Behaviors

Instructions

The purpose of the inventory is to identify areas where support for youth in this community is strong as well as areas where it could improve. Each item has been selected because scientific studies have found it to be related to risky behaviors among young people. While no community has all of the supports listed, it is often possible to develop supports when citizens like you think they are important.

In order to begin thinking about the resources available in your community, please rate each item to the best of your knowledge; leave blank any questions you do not have enough information to complete on your own. Several items of the inventory labeled *community data* are completed with the data from the TAP survey or other local information sources. For those items labeled *citizen rating*, fill in the blanks by marking "Extensive", "Limited", "Does Not Exist", or "?". Also note by each statement the specific supports or resources available in the community.

The inventory is usually completed by a committee or coalition, first in small groups and then in the large group. After you have rated the items in the assigned section, discuss each item with your small group. Agree on a small group rating of "Extensive", "Limited", "Does Not Exist", or "?". The "?" means you are not sure whether this support is present or available and your group will need to gather further information to find out. Ratings of "Limited" or "Does Not Exist" are gaps that exist in your community and are areas that may need attention. Select a spokesperson from the small group to report back your ratings to the large group. The members of the large group can accept the ratings of the small group or make changes. The consensus reached by the group assesses the community's strengths and shortcomings in preventing risky behaviors.

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Individual Factors

_____ % 1. Percent of youth who report drinking beer, wine or hard liquor once a week or more

_____ % 2. Percent of youth who report having 5 or more drinks in a row in the past month

Exten- -sive	Lim- -ited	Does Not Exist	?	
_____	_____	_____	_____	3. Youth in this community refrain from excessive alcohol and other drug use
_____	_____	_____	_____	4. Youth in this community feel they are capable

Family Support

Parenting Practices

_____ % 5. Percent of youth who would like to talk more frequently with their parents about things that are important to them

_____ % 6. Percent of youth who report their parents never, rarely or sometimes know where they are when they go out at night

_____ % 7. Percent of youth who report they never, rarely or sometimes discuss personal problems with their mother

_____ % 8. Percent of youth who report they never, rarely or sometimes discuss personal problems with their father

_____ _____ _____ _____ 9. Parents talk to their children about things important to them in an educational, helpful way

_____ _____ _____ _____ 10. Parents spend time trying to communicate with their children and be supportive

_____ _____ _____ _____ 11. Parents know where their children are and who they are with

Parent Education Opportunities

Exten- sive	Lim- ited	Does Not Exist	?	
_____	_____	_____	_____	12. Parent education classes are available and accessible
_____	_____	_____	_____	13. Books and pamphlets on parenting are available
_____	_____	_____	_____	14. Newsletters on child development and parenting are provided
_____	_____	_____	_____	15. Home visitor programs exist for high-risk families

Support for Families in Transition

_____ % 16. Percent of single parent families

_____ _____ _____ _____ 17. Programs are available to help people deal with stressful times (e.g. marriage, parenting, divorce, job loss)

Community Support of Parents

_____ % 18. Percent of youth who report neighbors would tell their parents if they saw them doing something wrong

_____ % 19. Percent of youth who report their parents know the parents of their friends

_____ _____ _____ _____ 20. Neighbors and other adults in the community assist parents in monitoring youth in positive ways

_____ _____ _____ _____ 21. Parents have opportunities to meet, share and talk with other parents

_____ _____ _____ _____ 22. Community has widely known, generally agreed upon norms and standards regarding issues such as alcohol use, curfews, age of dating, etc.

School Support

Support During School Transitions

Exten- -sive	Lim- -ited	Does Not Exist	?	
_____	_____	_____	_____	23. Youth problems increase significantly when youth enter high school
_____	_____	_____	_____	24. The schools and community have formal means of supporting students during changes from one school building to another

Student Academic Performance

_____	%	25. Percent of students who believe they are getting a good and high quality education		
_____	%	26. Percent of unexcused absences from school		
_____	%	27. Percent of students who report getting grades of C or below		
_____	%	28. Percent of students who report they will probably drop out before finishing high school		
_____	_____	_____	_____	29. Most students find their education relevant and high quality
_____	_____	_____	_____	30. Schools and teachers work with students who find school irrelevant or experience academic difficulties
_____	_____	_____	_____	31. Summer programs are available for students experiencing academic difficulties

Student Commitment to School

_____	%	32. Percent of students who agree or strongly agree that the rules in school are enforced fairly
_____	%	33. Percent of students who report they enjoy going to school

Exten -sive	Lim- ited	Does Not Exist	?	
_____	_____	_____	_____	34. Students are involved in making decisions about school life (i.e., rules for behavior, extracurricular activities, school beautification)
_____	_____	_____	_____	35. Students are given the opportunity to learn skills necessary for successful involvement in school activities
_____	_____	_____	_____	36. Students are recognized and rewarded for their involvement in school

Teaching and School Practices

_____	_____	_____	_____	37. The school and teachers have clear rules and expectations for students
_____	_____	_____	_____	38. School rules are consistently enforced among students
_____	_____	_____	_____	39. Students have frequent opportunities to meet with advisors or teachers
_____	_____	_____	_____	40. The school takes special steps to welcome new students

Peer Climate

_____ % 41. Percent of students who worry quite a bit or very much about not fitting in with other kids at school

_____ % 42. Grade(s) at which students report worrying most about being pressured to become involved in problem behavior

_____ _____ _____ _____ 43. Help is available for students who are depressed, aggressive, withdrawn, isolated or rejected

_____ _____ _____ _____ 44. School and community campaigns attempt to change peer norms that encourage involvement in problem behaviors

Exten- sive	Lim- ited	Does Not Exist	?	
_____	_____	_____	_____	45. Youth who do not use substances, who are not sexually active and/or who do well in school are visible, supported and rewarded
_____	_____	_____	_____	46. Older youth interact with and serve as positive role models for youth (e.g. peer counseling, mentoring, or tutoring programs)
_____	_____	_____	_____	47. Clubs exist that encourage academic, athletic, artistic or other pursuits that require concentration and attention

Community Support

Economic Conditions

- _____ % 48. Unemployment rate in the community
- _____ % 49. Percent of families with children living in poverty
- _____ % 50. Percent of children eligible for Head Start who are not being served
- _____ _____ _____ _____ 51. Opportunities exist for poor children in the community

Neighborliness

- _____ _____ _____ _____ 52. People know each other and help each other out
- _____ _____ _____ _____ 53. Efforts are made to welcome new families to the community

Neighborhood Norms/Policies

- _____ _____ _____ _____ 54. Adults in the community act as positive role models
- _____ _____ _____ _____ 55. Efforts exist to counteract the media portrayal of alcohol use, sexual activity and other unhealthy behaviors as attractive and widespread

Meaningful Youth Roles

Recreational/Educational Opportunities

Exten- sive	Lim- ited	Does Not Exist	?	
_____	_____	_____	_____	56. Opportunities exist for high-risk youth to have fun without alcohol
_____	_____	_____	_____	57. Positive ways exist for youth to show their independence and demonstrate their maturity

Prevention Programs

_____	_____	_____	_____	58. Prevention programs begin early before the behavior starts
_____	_____	_____	_____	59. Prevention programs are in place for aggressive boys, ages 5, 6 and 7
_____	_____	_____	_____	60. Students have the opportunity to learn such skills as decision making, personal responsibility, stress management, conflict resolution, and refusal skills

Religious Opportunities

_____	% 61. Percent of young people who attend church services or participate in other church activities (i.e. choir, religious classes, and church youth groups)			
_____	_____	_____	_____	62. Organized religious activities are available for youth
_____	_____	_____	_____	63. Organized religious activities are relevant to youth needs

Preparation for Adult Roles

_____	_____	_____	_____	64. Youth develop meaningful personal relationships with adults in the community
_____	_____	_____	_____	65. Youth have the opportunity to engage in community service they perceive as useful and important

Equal Opportunities Exist for Youth

Exten- sive	Lim- ited	Does Not Exist	?	
_____	_____	_____	_____	66. Youth are rewarded for meaningful involvement
_____	_____	_____	_____	67. Youth receive equal encouragement to pursue a good job or higher education

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