

Knowing the unspoken cues and habits of a group.

- Can identify at school or work what will actually get you into trouble versus what the rules say will get you into trouble
- Can identify and avoid “pet peeves” of persons in charge, i.e., boss, teacher, advisor, etc.
- Is successful with different teachers, students, bosses
- Knows who the “real authority” is in a given situation versus the “stated authority”
- Can work/learn from others, even if he/she does not like them
- Can appropriately use humor or avoid using humor as is appropriate to the situation

- Can read at a rate that doesn't interfere with meaning
- Can read material required for the college level course
- Can read at a rate that allows for completion of reading assignments
- Can operate in the paper world of school and work
- Can type/keyboard well enough to do word processing
- Can write to communicate sufficiently for assignments required in and out of class
- Can use specific vocabulary related to the content or the task
- Can decipher important from less important information for a task or in a text
- Can explain how concepts are alike or different
- Can develop questions over content or tasks on the job
- Is organized and can find papers when they are needed
- Can add, subtract, multiply, and divide
- Can do the math as required for the entry level courses
- Can operate a calculator
- Can understand money as represented on paper, i.e. checkbooks, bank statements, etc.
- Can solve problems by trial and error
- Is test-savvy – knows how to prepare for and take tests
- Can read a map
- Can follow written directions
- Can use a calendar
- Can sequence a task or make a plan
- Can prioritize tasks
- Can divide tasks into parts

- Is generally on time to class and appointments
- Has procedural self-talk
- Can make decisions based on future needs, rather than immediate needs
- Can get tasks or projects done on time (paper representation of time)
- Can represent an idea in a visual or a story (mental models)
- Enjoys using artistic or creative skills

3) MOTIVATION/PERSISTENCE

Having the energy and drive to prepare for, plan, and complete projects, jobs and personal changes

- Works hard most of the time
- Usually has a high level of energy
- Belongs to at least one club or organization that promotes personal development
- Can set short-term and long-term goals (future story)
- Seeks to do the right thing for self, others, and organizations
- Can work with others to set goals and accomplish them
- Recognizes and/or seeks out opportunities for personal development
- Enjoys learning new things for the sake of learning, not just for a class or designated purpose
- Talks about and/or applies newly learned concepts outside of the classroom
- Accepts responsibilities without reluctance or reservation

4) INTEGRITY/TRUST

Related to predictability, reliability, and safety; has the desire to be accountable, to hold others accountable; trusts others and is trustworthy; can determine people and situations that will contribute to wellbeing.

- Can be trusted to keep one's word
- Can accomplish tasks as assigned
- Chooses to obey laws and rules
- Inspires others to obey laws and rules
- When laws and rules don't make sense, is willing to seek answers to questions from appropriate sources
- Keeps self accountable to others
- Accepts responsibility for self and doesn't blame others
- Trusts others
- Can verbalize why a person is to be trusted or safe
- Seeks help from others
- Includes a variety of people as their social capital
- Takes risks and doesn't assume bad things will happen at every turn
- Recognizes the value of honest

5) PHYSICAL RESOURCE

Having physical health and mobility.

- Is usually free of illnesses
- Clothes, hair, body are clean and presentable

- Is within the healthy weight/height range for his/her age
- Can see and hear well
- Can move his/her body by him/herself
- Can stay awake during class and study time
- Has health insurance and/or access to preventive healthcare
- Engages in regular exercise
- Is drug-free
- Is free from physical and sexual abuse
- If a biochemical issue is present, it is addressed with either medication or a series of interventions
- Eats a balanced diet on a daily basis
- Is free of dental problems

6) EMOTIONAL RESOURCE

Being able to choose and control emotional responses, particularly to negative situations, without engaging in self-destructive behavior.

- Controls impulsivity most of the time
- Can plan behavior and assignments
- Controls anger
- Generally has a positive attitude
- Uses positive self-talk
- Sees the relationship between choice and consequence
- Refrains from fighting with and/or threatening others
- Can predict outcomes based on cause and effect
- Can resolve a problem with words
- Chooses to use formal register during an argument
- Can separate criticism from the person giving it
- Has the words to name feelings
- Can use the adult voice
- Actively seeks to improve emotional health in self and others.

7) SPIRITUAL RESOURCE

Believing in divine purpose and guidance. Having optimism, hope for the future

- Is open-minded
- Shows a caring, thoughtful spirit
- Has and appreciates a sense of community
- Values life and not just oneself
- Lives life with a purpose
- Views self as part of a whole
- Remains positive even with failure
- Can delay gratification
- Has a personal sense of destiny about his/her life

EXTERNAL RESOURCES

8) LANGUAGE

Having the vocabulary, language ability and negotiation skills to succeed in work and/or school environments

- Can use the formal register of the language of the dominant culture
- Can tell a story in chronological order
- Can get to the point in a discussion
- Can resolve conflict using formal register
- Can ask questions syntactically
- Can write using formal organizational patterns for writing
- Can use specific vocabulary in speech and writing
- Can sort what is and is not important in nonfiction text
- Can write a persuasive argument using support and logic
- Can appropriately use “voices” (especially adult and positive parent voice)
- Can share personal experiences using formal story structure
- Can share concerns succinctly

9) RELATIONSHIPS/ROLE MODELS

Having frequent access to adult(s) who are appropriate, who are nurturing to the young adult, and who do not engage in destructive or self-destructive behavior.

- Has at least two friends his/her own age who are eager to change and succeed
- Has at least two adults outside of school who care about them
- Has at least one person he/she admires
- Has at least one person he/she admires who is not a sport figure or movie/singing star
- Can identify traits he/she admires in a role model
- Can identify the kind of person he/she want to be
- Manages friendship and relationships that are not destructive
- Can give and accept a compliment
- Has access to individuals who have success in the dominant culture but also retained their cultural/racial roots
- Knows the history and examples of successful individuals in his/her family or racial/cultural past
- Believes that the choices he/she makes create their future
- Has appropriate role identity

10) SUPPORT SYSTEMS

Having friends, family, and backup resources available to access in times of need.

- Can make new friends (social capital)
- Has at least two adults who care about and nurture him/her
- Has at least two friends (peers) who are nurturing and not destructive
- Belongs to a peer group; can be racial, cultural, religious, activity-based (e.g., sports, music, academic)
- Has at least two friends who are different from self (by race, culture, interest, academics, religion, etc.)
- Has at least two people who will advocate for her/him
- Identifies with and participates in a larger social network (bridging social capital) e.g., church, 4-H, sports league, country club, Boys and Girls club
- Is a mentor or friend others come to for advice

11) FINANCIAL RESOURCE

Having the money to purchase goods and services.

- Has funds or scholarships for necessary school supplies
- Has funds or scholarships that pay for textbooks
- Has funds or scholarships for fees and other incidental charges
- Does not max out credit cards
- Has food every evening and twice a day on weekend/holidays
- Wears different clothing at least five days a week
- Has more than one pair of shoes
- Has a stable place to live (not a car, shelter; does not move every three months)
- Has his/her own books
- Has a place to study at home that includes good lighting, a table/desk
- Has had the opportunity to participate in educational activities outside of school (e.g. camps, museums, travel)
- Has access to transportation (e.g. bus, subway, household vehicle)
- If owns a car, has insurance
- Puts a portion of money away for the future

Source: Becker, Krodel, & Tucker (2009) *Understanding and Engaging Under-resourced College Students*. Highlands, TX: aha! Process, Inc.