

INTERNAL RESOURCES

1) KNOWLEDGE OF HIDDEN RULES

Knowing the unspoken cues and habits of a group.

- In college:
- Hidden rules of wealth, middle class and poverty;
middle class = education and achievement
 - Hidden rules of ethnic/racial groups
 - Hidden rules of the institution
 - Hidden rules of the classroom
 - Hidden rules of the discipline/major field of study

- 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

2) MENTAL/COGNITIVE RESOURCE

Having the mental ability to learn in order to gain an education and compete in the workforce

Having acquired the “readiness” skills necessary for success in college, including organization, note-taking, sorting, and planning.

- 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.