

Social Development Strategy Assessment Tool

Use the following checklist for each prevention strategy with which you work. Check “yes” or “no” to indicate which elements of the Social Development Strategy (SDS) are being implemented. In the right-hand column, describe what is or is not being done for each element.

Once the checklist is complete, reflect on how many (if any) elements of the SDS are not being implemented within the strategy. Note what actions can be taken to add these elements to the strategy to ensure protective factors are created.

Name of Strategy: _____

| | Yes | No | Description |
|--|-----|----|-------------|
| Opportunities | | | |
| Are meaningful opportunities being offered? | | | |
| Are the opportunities developmentally appropriate? | | | |
| Are the opportunities matched to participants' individual characteristics and interests? | | | |
| Is there a “goldilocks” level of challenge (not too hard, not too easy)? | | | |
| Skills: Are the skills being taught... | | | |
| Matched to youth's abilities? | | | |
| Developmentally appropriate? | | | |
| Providing quick successes for youth? | | | |

| | | | |
|---|--|--|--|
| One small step at a time? | | | |
| With plenty of opportunities to practice them? | | | |
| Neither too hard nor too easy to learn? | | | |
| Followed with more advanced skills and opportunities as youth are successful? | | | |
| Recognition | | | |
| Is consistent recognition provided to youth taking opportunities and learning new skills? | | | |
| Is recognition individualized for each youth to ensure it is well-received? | | | |
| Bonding | | | |
| Is bonding evident between the youth participants and the leaders/organization? | | | |
| Healthy Beliefs and Clear Standards | | | |
| Are healthy beliefs and healthy clear standards being conveyed to the youth participants? | | | |

List the actions needed to address any elements above that have a “no” checkmark.
How can these elements be added to the strategy to ensure protective factors are being built?