

- |   |   |
|---|---|
| <input type="checkbox"/> 32. I am good at planning ahead and making decisions.                                      | <input type="checkbox"/> 36. I try to resolve conflict nonviolently.                      |
| <input type="checkbox"/> 33. I am good at making and keeping friends.   | <input type="checkbox"/> 37. I believe I have control over many things that happen to me. |
| <input type="checkbox"/> 34. I know and am comfortable with people of different cultural/racial/ethnic backgrounds/ | <input type="checkbox"/> 38. I feel good about myself.                                    |
| <input type="checkbox"/> 35. I can resist negative peer pressure and dangerous situations.                          | <input type="checkbox"/> 39. I believe my life has a purpose.                             |
|   | <input type="checkbox"/> 40. I am optimistic about my future.                             |

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Teaching the Student with a Visual Impairment  
Catalog Number: 1-08290-01

# Teaching the Student with a Visual Impairment



A Primer for the Classroom Teacher

## Materials Tote

## An Asset Checklist

Reference Chapter 5

## An Asset Checklist

“Many people find it helpful to use a simple checklist to reflect on the assets young people experience. This checklist simplifies the asset list to help prompt conversation in families, organizations, and communities.”

“Note: This checklist is not intended nor appropriate as a scientific or accurate measurement of developmental assets.”

The Asset Checklist is reprinted in its entirety. Search Institute targeted all students in 6th through 12th grades without regard to disabilities and we believe it is equally important for students with low vision. The checklist may be used in a variety of ways:

- to help the student understand his strengths and resources
- to help the student identify areas in which he may seek improvements
- to help the teacher understand what he/she may draw on to assure academic success for the student

Ultimately the student is responsible for accumulating and assessing assets, but the inclusions on the checklist can be a basis for important discussions among teachers, the student, parents, and members of the educational team.

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> 1. I receive high levels of love and support from family members.  | <input type="checkbox"/> 5. My school provides a caring, encouraging environment.  | <input type="checkbox"/> 10. I feel safe at home, at school, and in the neighborhood.   | <input type="checkbox"/> 20. I go out with friends “with nothing special to do” two or fewer nights each week.     |
| <input type="checkbox"/> 2. I can go to my parent(s) or guardian(s) for advice and support and have frequent, in-depth conversations with them. | <input type="checkbox"/> 6. My parent(s) or guardian(s) help me succeed in school. | <input type="checkbox"/> 11. My family sets standards for appropriate conduct and monitors my whereabouts.                      | <input type="checkbox"/> 21. I want to do well in school.  |
| <input type="checkbox"/> 3. I know some non-parent adults I can go to for advice and support.   | <input type="checkbox"/> 7. I feel valued by adults in my community.               | <input type="checkbox"/> 12. My school has clear rules and consequences for behavior.   | <input type="checkbox"/> 22. I am actively engaged in learning.  |
| <input type="checkbox"/> 4. My neighbors encourage and support me.  | <input type="checkbox"/> 8. I am given useful roles in my community.               | <input type="checkbox"/> 13. Neighbors take responsibility for monitoring my behavior.  | <input type="checkbox"/> 23. I do an hour or more of homework each school day.                                     |
|   | <input type="checkbox"/> 9. I serve in the community one hour or more each week.   | <input type="checkbox"/> 14. Parent(s) and other adults model positive, responsible behavior.                                   | <input type="checkbox"/> 24. I care about my school.   |
|   |  | <input type="checkbox"/> 15. My best friends model responsible behavior.  | <input type="checkbox"/> 25. I read for pleasure three or more hours each week.                                    |
|   |  | <input type="checkbox"/> 16. My parent(s)/guardian(s) and teachers encourage me to do well.                                     | <input type="checkbox"/> 26. I believe it is really important to help other people.                                |
|   |  | <input type="checkbox"/> 17. I spend three hours or more each week in lessons or practice in music, theater, or other arts.     | <input type="checkbox"/> 27. I want to help promote equality and reduce world poverty and hunger.                  |
|   |  | <input type="checkbox"/> 18. I spend three hours or more each week in school or community sports, clubs, or organizations.      | <input type="checkbox"/> 28. I can stand up for what I believe.  |
|   |  | <input type="checkbox"/> 19. I spend one hour or more each week in religious services or participating in spiritual activities. | <input type="checkbox"/> 29. I can tell the truth even when it’s not easy.   |
|   |  |   | <input type="checkbox"/> 30. I can accept and take personal responsibility.  |
|   |  |   | <input type="checkbox"/> 31. I believe it is important not to be sexually active or to use alcohol or other drugs. |