Features of Positive Developmental Settings

	Descriptors	Opposite Poles
Physical and Psychological Safety	Safe and health-promoting facilities; practices that increase safe peer group interaction and decrease unsafe or confrontational peer interactions.	Physical and health dangers; fear; feeling of insecurity; sexual and physical harassment; verbal abuse.
Appropriate Structure	Limit setting; clear and consistent rules and expectations; firm-enough control; continuity and predictability; clear boundaries; age appropriate monitoring.	Chaotic; disorganized; laissez-faire; rigid; over controlled; autocratic.
Supportive Relationships	Warmth; closeness; connectedness; good communication; caring; support; guidance; secure attachment; responsiveness.	Cold, distant; over controlling; ambiguous support; untrustworthy; focused on winning; inattentive; unresponsive; rejecting.
Opportunities to Belong	Opportunities for meaningful inclusion, regardless of one's gender, ethnicity, sexual orientation, or disabilities; social inclusion, social engagement, and integration; opportunities for sociocultural identity information; support for cultural and bicultural competence.	Exclusion, marginalization; inter-group conflict
Positive Social Norms	Rules of behavior; expectations; injunctions; ways of doing things; values and morals; and obligations for service.	Normlessness; anomie; laissez-faire practices; antisocial and amoral norms; norms that encourage violence; reckless behavior; consumerism; poor health practices; and conformity.
Support for Efficacy and Mattering	Youth-based; empowerment practices that support autonomy; making a real difference in one's community; being taken seriously. Practice that includes enabling, responsibility granting, and meaningful challenge. Practices that focus on improvement rather than on relative current performance levels.	Unchallenging; over controlling; disempowering, disabling. Practices that undermine motivation and desire to learn, such as excessive focus on current relative performance level rather than on improvement.
Opportunities for Skill Building	Opportunities to learn physical, intellectual, psychological, emotional, and social skills; exposure to intentional learning experiences; opportunities to learn cultural literacies, media literacy, communication skills, and good habits of mind; preparation for adult employment; opportunities to develop social and cultural capital.	Practices that promote bad physical habits and habits of mind; and practices that undermine school and learning.
Integration of Family, School, and Community Efforts	Concordance; coordination; synergy among family, school, and community.	Discordance; lack of communication; conflict.