

# Helping Kids Succeed – Alaskan Style!

## Practical Suggestions for Building Assets in Your Child

### Asset # 16- High Expectations

#### To Build Asset # 16 Parents and Extended Family Can . . .

Let your child know your expectations in concrete terms. Reward their achievements with concrete rewards. Example: have a skating party at Dimond Center when your child meets his or her goals for good grades. — **Anchorage**

Expose children to the world, careers, colleges and courses. Create dreams. Talk about how dreams and opportunities relate to your expectations for their work ethic right now. — **Craig**

Reinforce the notion that your children are both smart and hard working. Expect hard work, but not perfection. Notice their hard work when it is given. — **Wrangell**

Talk about expectations in regular conversations with your children. Comment on different expectations others have, of themselves, your children, and others. Make it a natural thing to notice and comment on. — **Wasilla**

Discuss your standards with your children's teachers and friends' parents. Encourage your child to challenge standards others might set for him or her. — **Fairbanks**

Display your children's work in your home. Show your pride in their work done well. — **Houston**

#### Traditional Ways to Promote Asset # 16

**Definition: Parents, community members and teachers encourage youth to do well.**

Give the youth a goal and trust the youth to achieve it. If the child needs help, then help enough so he or she learns to help himself or herself. — **Holy Cross**

Ask your children challenging questions, then listen to their answers. Take them seriously. Learn from them. — **Ambler**

In the naming ceremony, you are given a verbal gift and a vision for your future. You are expected to live up to the qualities of the person you were named after. — **Kluti-Kaah**

Give youth more rewards for what they do right than punishment for doing wrong. — **Elim**

Teach sewing skills. If you don't do it right the first time, you rip out the stitches and try again. You need to practice. You have to start with the end in mind, or else you will not know what you are sewing. — **Akiachak**

#### Asset # 16 — High Expectations

Parents and teachers encourage kids to do well.

41% of youth surveyed by Search Institute have this asset in their lives.\*

\*Based on Search Institute surveys of almost 100,000 6th to 12th grade youth throughout the United States

#### What are Assets?

Assets are 40 key building blocks to help kids succeed. Like a dream catcher, assets are the supporting threads in a young person's life that can keep away harm and invite goodness.

## Words of Wisdom

### Do we have high expectations for our kids?

In 1996, a Phi Delta Kappa/Gallup poll asked the following question:

*"If forced to choose, would you prefer your sons and daughters to make C grades and be active in extracurricular activities rather than make A grades and not be active."*

60% of Americans who responded said that they would rather have their kids get C grades and be active in extracurricular activities, while 28% said they would rather have their kids get A grades and not be involved.

That is a 2 to 1 margin. This margin suggests that we don't really expect our kids to excel in school - that C's are "good enough."

The following year, a Phi Delta Kappa/Gallup poll asked a slightly different question. It read: "What would be the lowest grade a child of yours could bring home on a report card without upsetting or concerning you?:"

The results were:

A	1%
B	21%
C	60%
D	13%
F	3%
Don't know	2%

The good news is that a majority of Americans, 82%, expect their kids to get C's or better in school. The bad news is that with a lack of understanding of what merits a C grade, we may be expecting very little from our kids.

What do you expect from your kids? How would you answer the question? Does your expectation of them allow them to have Asset #16, high expectations?

### Quote:

Why is Asset #16 important?

It is widely known that when kids who are expected to do well unexpectedly fail, they tend to explain the failure as "I didn't work hard enough." Their typical response to another "try" will be to work harder.

However, kids who are expected to do poorly and fail, they tend to explain the failure as "I don't have the ability to do it." Their next attempt will result in less effort and they usually do fail again.

What do you expect out of your kids?

## Research

The research has determined that it is important for parents and teachers to expect teens to "do their best." These findings have come from studying effective parenting styles and teacher expectations on academic outcomes.

Through the years, it has been found that effective schools are characterized by high academic expectation. (Cawelti, 1994; Rutter, 1983). A high level of academic expectation in a teacher's classroom or throughout the school measurably increases young people's academic achievement, regardless of ability level.

When looking at parenting styles, it was found that parents who have high expectations of their kids and are perceived by their kids as warm and listening, achieve higher levels of academic success than kids who do not have this asset. It should be noted that parents who have high expectations of their kids and are not perceived by their kids as warm and listening is not associated with higher levels of academic achievement.

It is the combination of the assets that provides their power and support. Just expecting more out of kids is not enough. We need to expect more AND care about them.

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**Association of Alaska School Boards'**  
**Alaska Initiative for Community Engagement (Alaska ICE)**  
 316 West 11th Street  
 Juneau, Alaska 99801

Tel: (907) 586-1486  
 Fax: (907) 586-1450  
 Email: [alaskaice@asab.org](mailto:alaskaice@asab.org)