

### Features of Positive Developmental Settings

Feature	Descriptors	Opposite Poles	Needs of Camp/Summer Programs
<b>Physical and Psychological Safety</b>	Safe and health-promoting facilities; practice that increases safe peer group interaction and decreases unsafe or confrontational peer interactions.	Physical and health dangers: fear; feeling of insecurity, sexual and physical harassment; and verbal abuse.	Training to address put-downs, bullying, and harassment. Maintenance to provide safe and sanitary conditions. Behaviors that accept and affirm all. Using areas and equipment as they are designed for use. Providing adequate space.
<b>Appropriate Structure</b>	Limit setting; clear and consistent rules and expectations; firm-enough control; continuity and predictability; clear boundaries; age-appropriate monitoring.	Chaotic; disorganized; laissez-faire; rigid; overcontrolled; and autocratic.	Developmentally appropriate scheduling and program planning. Clear rules that are consistently enforced. Balance between downtime and structured time. Program flexibility.
<b>Supportive Relationships</b>	Warmth; closeness; connectedness; good communication; caring; support; guidance; secure attachment; and responsiveness.	Cold; distant; overcontrolling; ambiguous support; untrustworthy; focused on winning; inattentive; unresponsive; and rejecting.	Training and supervision (coaching) to address how to maintain a caring atmosphere that supports all participants (campers and staff). Focus on emotional competence of staff to provide a supportive environment. Focus on mentoring skills for staff and peers.
<b>Opportunities to Belong</b>	Opportunities for meaningful inclusion, regardless of one's gender, ethnicity, sexual orientation, or disabilities; social inclusion, social engagement and integration; opportunities for sociocultural identity formation; and support for cultural and bicultural competence.	Exclusion; marginalization; and intergroup conflict.	Training for cultural competence, sensitivity to inclusion, programming that enhances cultural understanding and interaction, recruitment practices that result in diverse staff and participants. Programming that provides opportunity for different ways that youth can "shine" as individuals.
<b>Positive Social Norms</b>	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.	Strong moral and ethical role models; administrative and program practices that demonstrate tolerance and acceptance while still providing clear limits; staff interactions that match stated norms; treating complaints with respect and responsiveness.
<b>Support for Efficacy and Mattering</b>	Youth-based; empowerment practices that support autonomy; making a real difference in one's community; and being taken seriously. Practices that include enabling; responsibility granting; and meaningful challenge/practices that focus on improvement rather than on relative current performance levels.	Unchallenging; overcontrolling; disempowering; disabling. Practices that undermine motivation and desire to learn, such as excessive focus on current relative performance level rather than improvement.	Youth involvement in meaningful decisions in camp; challenging programs.
<b>Opportunities for Skill Building</b>	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; develop social and cultural capital.	Practice that promotes bad physical habits and habits of mind; and practice that undermines school and learning.	Intentional efforts to teach character and values in addition to real skills. Intentional and uniform efforts to develop appropriate social and cultural skills, and physical habits. Staff that values learning in the broadest sense.
<b>Integration of Family, School, and Community Efforts</b>	Concordance; coordination; synergy among family, school, and community.	Discordance; lack of communication; and conflict.	Focus on lifelong values consistent with family and community. Strong communication with families.

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