



Indicators	Descriptors	Opposite Roles
Appropriate Structure	Limit setting, clear and consistent rules and expectations, firm-enough control, continuity and predictability, clear boundaries, and age appropriate monitoring	Chaotic, disorganized, laissez-faire, rigid, over controlled, and autocratic.
Community Involvement	Concordance, coordination, and synergy among family, school, and community	Discordance, lacking communication, and conflict.
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; and opportunities to develop social and cultural capital.	Practices that promote bad physical habits and habits of mind and practices that undermine school and learning.
Physical and Psychological Safety	Safe and health-promoting facilities and 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, and verbal abuse.
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, conformity.
Supportive Relationships	Warmth, closeness, connectedness, good communication, caring, support, guidance, secure attachment, and responsiveness	Cold, distant, over controlling, ambiguous support, untrustworthy, focused on winning, inattentive, unresponsive, and rejecting.
Youth Involvement	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; and practices that focus on improvement rather than on relative current performance levels	Unchallenging, over-controlling, disempowering, and disabling; practices that undermine motivation and desire to learn, such as excessive focus on current relative performance level rather than improvement

Source: *Positive Development Settings (Eccles and Goodman, 2002)*