**DAP Items that Tend to Be Problematic in the Cultural/Language Adaptation Process**

**Bold= items that tend to take the most time to translate with both fidelity to original and validity for the specific culture**

**Yellow and red shading—words or phrases that are especially challenging to translate accurately, or that are problematic to use in an emergency setting**

|  | **Category** | **Context** | **Comments** | **Key Ideas in Item** |
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| 12. I . . . Feel good about my future. | Identity | Personal | “Feel good” is a fairly Westernized idiom. In some countries, I am “positive” about my future works, or, not using the “I” stem, “my future will be happy/good/positive.” (one of those words) | * Optimistic about life when they get older. * Expects to have a successful life |
| 16. I . . . Think it is important to help other people. | Values | Social |  | * Places priority on giving others aid. * Values being of service to others. |
| 17. I . . . Feel safe and secure at home. | Empower | Family | The “and secure” doesn’t translate well in most places, so I’ve accepted the more simple “feel safe.”  In emergency situations, many if not most children and youth will be without a home, and so must be translated as “where I live.” | * Feel safe from violence or abuse at home. * Do not get hurt at home by other family members. * People at home treat each other well. |
| 20. **I . . . Resolve conflicts without anyone getting hurt.** | Competence | Social | Tends to be a difficult phrase. Something closer to “Settle disagreements without fighting” is an acceptable alternative. | * Deals with disagreements in non-violent ways. * Settles arguments verbally or non-verbally without physical fighting. |
| 26. I am . . . Actively engaged in learning new things. | Learning | School | Tough phrase. Usually, people try to translate it as “I like” learning new things, but that’s not quite right. A better one is closer to “I spend time or effort learning new things.” | * Takes steps to obtain new knowledge. * Commits time and energy to becoming more educated, in general and about specific areas of personal interest. |
| 31. **I am . . . Involved in a religious group or activity.** | Time | Community | Some countries have an issue with religious “groups” or “organizations,” which can be a synonym for extremism, so we allow the focus to be on “activities” instead. Other countries have little “religious” sentiment or practice, and have asked to substitute “cultural” groups and or “traditional celebrations/holiday/festivals” etc. | * Go to worship/prayer services, youth activities, or other programs in a religious organization (church, mosque, temple, etc.) |
| 34. I am . . . Involved in a sport, club, or other group.  (COMBINED with 40 in the Em-DAP). | Time | Community |  | * Commits time and effort to participation in recreational and other interest groups. |
| 36. **I am . . . Given useful roles and responsibilities.** | Empower | Community | Some of the same issues as #29. “Asked to do important jobs” or “important activities” or something like that is about as good as we get on this item. | * Makes a positive contribution to the functioning of their families, schools, or communities. * Has meaningful tasks to do that positively support their families, schools, or communities. |
| 38. I am . . . Eager to do well in school and other activities. | Learning | School | In emergency situations, many children and youth will not be attending formal “school.” | * Has desire to succeed. * Is motivated to achieve at a high level. |
| 40. I am . . . Involved in creative things such as music, theater, or art.  (COMBINED with 40 in the Em-DAP). | Time | Community | Some countries ask to include additional creative activities that are culture-specific, and that is acceptable. | * Commits time and effort to participation in creative activities. * Can do so alone, informally with others, or as part of formal groups. |
| 43. I have . . . Friends who set good examples for me. | Boundaries | Social |  | * Peers behave responsibly and have socially valued principles. |
| 45. I have . . . Adults who are good role models for me. | Boundaries | Social | If there is an issue, we usually suggest using “good examples” as in #43 above, which never seems to have a problem. | * Parents and other adults youth knows well behave responsibly and have socially valued principles. |
| 51. I have . . . Support from adults other than my parents. | Support | Social | Sometimes, the initial translation mistakenly says “instead of my parents,” but when we clarify that this is “in addition to my parents,” it gets quickly resolved. | * Know adults other than parents well. * Ask other adults for advice, guidance, and support. * Talk with other adults about things that are important. |
| 54. I have . . . A family that gives me love and support. | Support | Family |  | * Family members show youth they care for her/him. * Family members provide emotional and material resources for youth. |

Developmental Assets Items and their Alignment with the Eight Asset Categories

Yellow shade= items that tend to take the most time to translate with both fidelity to original and validity for the specific culture

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| **Area** | **Asset Categories** | **Em-DAP Items** |
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| **External**  **Assets** | I. Support | 51. I have support from adults other than my parent(s).  54. I have a family that gives me love and support. |
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|  | II. Empowerment | 17. I feel safe and secure at home.  36. I am given useful roles and responsibilities. |
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|  | III. Boundaries and Expectations | 43. I have friends who set good examples for me.  45. I have adults who are good role models for me. |
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|  | IV. Constructive Use of Time | 31. I am involved in a religious group or activity.  34. I am involved in a sport, club, or other group.  40. I am involved in creative things such as music, theater, or art. |
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| **Internal**  **Assets** | V. Commitment to Learning | 26. I am actively engaged in learning new things.  38. I am eager to do well in school and other activities. |

Table 1. (continued)

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| **Area** | **Asset Categories** | **DAP Items** |
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| **Internal**  **Assets** | VI. Positive Values | 16. I think it is important to help other people. |
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|  | VII. Social Competencies | 20. I resolve conflicts without anyone getting hurt. |
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|  | VIII. Positive Identity | 12. I feel good about my future. |
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