co-culture. In a large, complex society like the United States, different groups have their own sets of standards, values, and expectations within the collective ways of the larger culture. Most of these co-cultures were formed when groups of people clustered together by preferences, external pressure from the majority culture, or geographic isolation. Although cultural differences may be related to geographic boundaries, co-cultures are not always restricted by location, especially in the context of Internet support groups and social media. Considering children, in particular, some subcultures are even related to the stages of development. For example, the behavior of school-age children and adolescents demonstrate age-related subcultures. Although there are countless subcultures or co-cultures within the United States, those that seem to exert great influence upon children and their families are ethnicity, social class, minority group membership, religion/spirituality, schools, communities, and peer groups.

Communities

Communities can be sites of opportunity and growth for children and families. Communities can also be a site where poverty and disenfranchisement are minimized through connections with high-quality early childhood education; job training for adolescents and parents; and safe, effective schools. Communities can also contribute to toxic stress if violence and poverty are pervasive and resources absent (Annie E. Casey Foundation, 2013). Recent research with over 1 million youth in the United States has shown that assets within a community can bolster healthy decision-making, minimize high-risk behaviors, and support positive child and adolescent development (Search Institute, 2009). The child's or adolescent's community is made up of family, school, neighborhood, youth organizations, and other members.

Four categories of external assets that youth receive from the community are (Search Institute, 2009):

1. Support: Young people need to feel support, care, and love from their families, neighbors, et al. They also need organizations and institutions that offer positive, supportive environments.

2. Empowerment: Young people need to feel valued by their