

40 Developmental Assets

-BUILDING BLOCKS OF HEALTHY DEVELOPMENT THAT HELP YOUNG PEOPLE GROW UP HEALTHY, CARING, AND RESPONSIBLE

EXTERNAL ASSETS

SUPPORT

1. **Family support:** Family life provides high levels of love and support.
2. **Positive Family Communication:** Child and his or her parent(s) communicate positively and child is willing to seek advice and counsel from parents.
3. **Other Adult Relationships:** Child receives support from three or more nonparent adults.
4. **Caring Neighborhood:** Child experiences caring neighbors.
5. **Caring School Climate:** School provides a caring, encouraging environment.
6. **Parent Involvement in Schooling:** Parent(s) are actively involved in helping child succeed in school.

EMPOWERMENT

7. **Community Values Youth:** Child perceives that adults in the community value youth.
8. **Youth as Resources:** Children are given useful roles in the community.
9. **Service to Others:** Child serves in the community one hour or more per week.
10. **Safety:** Child feels safe at home, school, and in the neighborhood.

and

BOUNDARIES AND EXPECTATIONS

11. **Family Boundaries:** Family has clear rules and consequences and monitors child's whereabouts.
12. **School Boundaries:** School provides clear rules and consequences.
13. **Neighborhood Boundaries:** Neighbors take responsibility for monitoring child's behavior.
14. **Adult Role Models:** Parent(s) and other adults model positive, responsible behavior.
15. **Positive Peer Influence:** Child's best friends model responsible behavior.
16. **High Expectations:** Both parent(s) and teachers

INTERNAL ASSETS

COMMITMENT TO LEARNING

21. **Achievement motivation:** Child is motivated to do well in school.
22. **School Engagement:** Child is actively engaged in learning.
23. **Homework:** Child reports doing at least one hour of homework each school day.
24. **Bonding To School:** Child cares about his or her school.
25. **Reading for Pleasure:** Child reads for for pleasure three or more hours per

POSITIVE VALUES

26. **Caring:** Child places high value on helping other people.
27. **Equality and Social Justice:** Child places high value on promoting equality and reducing hunger and poverty.
28. **Integrity:** Child acts on convictions and stands up for his or her beliefs.
29. **Honesty:** Child tells the truth even when it is not easy.
30. **Responsibility:** Child accepts

31. **Restraint:** Child believes it is

SOCIAL COMPETENCE

32. **Planning and Decision Making:** Child knows how to plan ahead and make choices.
33. **Interpersonal Competence:** Child has empathy, sensitivity, and friendship skills.
34. **Cultural Competence:** Child has knowledge of and comfort with people of different cultural/racial/ethnic

encourage the child to do well.

dangerous

CONSTRUCTIVE USE OF TIME

17. **Creative activities:** Child spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth Programs:** Child spends three or more hours per week in sports, clubs, or organizations to at school and or in the community.
19. **Religious Community:** Child spends one or more hour per week in activities in a religious Institution.
20. **Time at Home:** Child is out with friends with nothing special to do two or fewer nights per week.

backgrounds.

35. **Resistance Skills:** Child can resist negative peer pressure and

situations.

36. **Peaceful Conflict Resolution:** Child seeks to resolve conflict nonviolently.

POSITIVE IDENTITY

37. **Personal Power:** Child feels he or she has control over things that happen them.
38. **Self-Esteem:** Child reports having a high self-esteem.
39. **Sense of Purpose:** Child reports that his or her life has a purpose.
40. **Positive View of Personal Future:** Child is optimistic about his or her personal future.

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