



## 41 DEVELOPMENTAL ASSETS®

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young children 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:** Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
- 3. Other adult relationships:** Young person receives support from three or more nonparent adults.
- 4. Caring neighborhood:** Young person 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 young person succeed in school.

#### EMPOWERMENT

- 7. Community values youth:** Young person perceives that adults in the community value youth.
- 8. Youth as resources:** Young people are given useful roles in the community.
- 9. Service to others:** Young person serves in the community one hour or more per week.
- 10. Safety:** Young person feels safe at home, school, and in the neighborhood.

#### BOUNDARIES & EXPECTATIONS

- 11. Family boundaries:** Family has clear rules and consequences and monitors the young person's whereabouts.
- 12. School boundaries:** School provides clear rules and consequences.
- 13. Neighborhood boundaries:** Neighbors take responsibility for monitoring young people's behavior.
- 14. Adult role models:** Parent(s) and other adults model positive, responsible behavior.
- 15. Positive peer influence:** Young person's best friends model responsible behavior.
- 16. High expectations:** Both parent(s) and teachers encourage the young person to do well.

#### CONSTRUCTIVE USE OF TIME

- 17. Creative activities:** Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
- 18. Youth programs:** Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
- 19. Religious community:** Young person spends one or more hours per week in activities in a religious institution.
- 20. Time at home:** Young person is out with friends "with nothing special to do" two or fewer nights per week.

### INTERNAL ASSETS

#### COMMITMENT TO LEARNING

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

#### POSITIVE VALUES

- 26. Caring:** Young person places high value on helping other people.
- 27. Equality and social justice:** Young person places high value on promoting equality and reducing hunger and poverty.
- 28. Integrity:** Young person acts on convictions and stands up for her or his beliefs.
- 29. Honesty:** Young person "tells the truth even when it is not easy."
- 30. Responsibility:** Young person accepts and takes personal responsibility.
- 31. Restraint:** Young person believes it is important not to be sexually active or to use alcohol or other drugs.

#### SOCIAL COMPETENCIES

- 32. Planning and decision making:** Young person knows how to plan ahead and make choices.
- 33. Interpersonal competence:** Young person has empathy, sensitivity, and friendship skills.
- 34. Cultural competence:** Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
- 35. Resistance skills:** Young person can resist negative peer pressure and dangerous situations.
- 36. Peaceful conflict resolution:** Young person seeks to resolve conflict nonviolently.

#### POSITIVE IDENTITY

- 37. Personal power:** Young person feels she or he has control over "things that happen to me."
- 38. Self-esteem:** Young person reports having a high self-esteem.
- 39. Sense of purpose:** Young person reports that "my life has a purpose."
- 40. Positive view of personal future:** Young person is optimistic about his or her personal future.
- 41. Positive cultural identity\*:** Young person feels comfortable with and proud of her or his identity, including but not limited to disabilities, ethnicity, faith/religion, family status, gender, language, and sexual orientation.

\*Project Cornerstone established this asset through local community input.