Search INSTITUTE — *Practical research benefiting children and youth*

# 40 Developmental Assets®

Search Institute℠ has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.

HEALTHY COMMUNITIES HEALTHY YOUTH®

| | Category | Asset Name and Definition |
|---|---|---|
| External Assets | Support | **1. Family Support**-Family life provides high levels of love and support.<br>**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.<br>**3. Other Adult Relationships**-Young person receives support from three or more nonparent adults.<br>**4. Caring Neighborhood**-Young person experiences caring neighbors.<br>**5. Caring School Climate**-School provides a caring, encouraging environment.<br>**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.<br>**8. Youth as Resources**-Young people are given useful roles in the community.<br>**9. Service to Others**-Young person serves in the community one hour or more per week.<br>**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.<br>**12. School Boundaries**-School provides clear rules and consequences.<br>**13. Neighborhood Boundaries**-Neighbors take responsibility for monitoring young people's behavior.<br>**14. Adult Role Models**-Parent(s) and other adults model positive, responsible behavior.<br>**15. Positive Peer Influence**-Young person's best friends model responsible behavior.<br>**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.<br>**18. Youth Programs**-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.<br>**19. Religious Community**-Young person spends one or more hours per week in activities in a religious institution.<br>**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.<br>**22. School Engagement**-Young person is actively engaged in learning.<br>**23. Homework**-Young person reports doing at least one hour of homework every school day.<br>**24. Bonding to School**-Young person cares about her or his school.<br>**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.<br>**27. Equality and Social Justice**-Young person places high value on promoting equality and reducing hunger and poverty.<br>**28. Integrity**-Young person acts on convictions and stands up for her or his beliefs.<br>**29. Honesty**-Young person "tells the truth even when it is not easy."<br>**30. Responsibility**-Young person accepts and takes personal responsibility.<br>**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.<br>**33. Interpersonal Competence**-Young person has empathy, sensitivity, and friendship skills.<br>**34. Cultural Competence**-Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.<br>**35. Resistance Skills**-Young person can resist negative peer pressure and dangerous situations.<br>**36. Peaceful Conflict Resolution**-Young person seeks to resolve conflict nonviolently. |
| | Positive Identity | **37. Personal Power**-Young person feels he or she has control over "things that happen to me."<br>**38. Self-Esteem**-Young person reports having a high self-esteem.<br>**39. Sense of Purpose**-Young person reports that "my life has a purpose."<br>**40. Positive View of Personal Future**-Young person is optimistic about her or his personal future. |

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