

# 40 Developmental Assets™

Search Institute has identified the following 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:** 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 and 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 her or his school.
25. **Reading for Pleasure:** Young person reads for pleasure three or more hours per week.

### ⊕ Positive Values

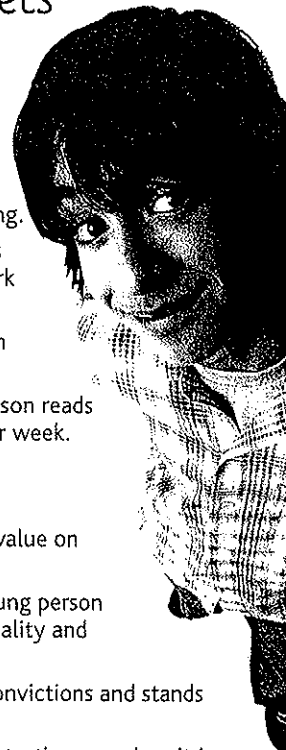
26. **Caring:** Young person places high value on helping other people.
27. **Equality and Social Justice:** Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity:** Young person acts on convictions and stands up for her or his beliefs.
29. **Honesty:** 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 Competence

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 he or she 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 her or his personal future.



# 40 Developmental Assets® for Early Childhood (ages 3 to 5)

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.



<b>External Assets</b>	<b>Support</b>	<ol style="list-style-type: none"> <li><b>Family support</b>—Parent(s) and/or primary caregiver(s) provide the child with high levels of consistent and predictable love, physical care, and positive attention in ways that are responsive to the child's individuality.</li> <li><b>Positive family communication</b>—Parent(s) and/or primary caregiver(s) express themselves positively and respectfully, engaging young children in conversations that invite their input.</li> <li><b>Other adult relationships</b>—With the family's support, the child experiences consistent, caring relationships with adults outside the family.</li> <li><b>Caring neighbors</b>—The child's network of relationships includes neighbors who provide emotional support and a sense of belonging.</li> <li><b>Caring climate in child-care and educational settings</b>—Caregivers and teachers create environments that are nurturing, accepting, encouraging, and secure.</li> <li><b>Parent involvement in child care and education</b>—Parent(s), caregivers, and teachers together create a consistent and supportive approach to fostering the child's successful growth.</li> </ol>
	<b>Empowerment</b>	<ol style="list-style-type: none"> <li><b>Community cherishes and values young children</b>—Children are welcomed and included throughout community life.</li> <li><b>Children seen as resources</b>—The community demonstrates that children are valuable resources by investing in a child-rearing system of family support and high-quality activities and resources to meet children's physical, social, and emotional needs.</li> <li><b>Service to others</b>—The child has opportunities to perform simple but meaningful and caring actions for others.</li> <li><b>Safety</b>—Parent(s), caregivers, teachers, neighbors, and the community take action to ensure children's health and safety.</li> </ol>
	<b>Boundaries &amp; Expectations</b>	<ol style="list-style-type: none"> <li><b>Family boundaries</b>—The family provides consistent supervision for the child and maintains reasonable guidelines for behavior that the child can understand and achieve.</li> <li><b>Boundaries in child-care and educational settings</b>—Caregivers and educators use positive approaches to discipline and natural consequences to encourage self-regulation and acceptable behaviors.</li> <li><b>Neighborhood boundaries</b>—Neighbors encourage the child in positive, acceptable behavior, as well as intervene in negative behavior, in a supportive, nonthreatening way.</li> <li><b>Adult role models</b>—Parent(s), caregivers, and other adults model self-control, social skills, engagement in learning, and healthy lifestyles.</li> <li><b>Positive peer relationships</b>—Parent(s) and caregivers seek to provide opportunities for the child to interact positively with other children.</li> <li><b>Positive expectations</b>—Parent(s), caregivers, and teachers encourage and support the child in behaving appropriately, undertaking challenging tasks, and performing activities to the best of her or his abilities.</li> </ol>
	<b>Constructive Use of Time</b>	<ol style="list-style-type: none"> <li><b>Play and creative activities</b>—The child has daily opportunities to play in ways that allow self-expression, physical activity, and interaction with others.</li> <li><b>Out-of-home and community programs</b>—The child experiences well-designed programs led by competent, caring adults in well-maintained settings.</li> <li><b>Religious community</b>—The child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.</li> <li><b>Time at home</b>—The child spends most of her or his time at home participating in family activities and playing constructively, with parent(s) guiding TV and electronic game use.</li> </ol>

<b>Internal Assets</b>	<b>Commitment to Learning</b>	<ol style="list-style-type: none"> <li><b>Motivation to mastery</b>—The child responds to new experiences with curiosity and energy, resulting in the pleasure of mastering new learning and skills.</li> <li><b>Engagement in learning experiences</b>—The child fully participates in a variety of activities that offer opportunities for learning.</li> <li><b>Home-program connection</b>—The child experiences security, consistency, and connections between home and out-of-home care programs and learning activities.</li> <li><b>Bonding to programs</b>—The child forms meaningful connections with out-of-home care and educational programs.</li> <li><b>Early literacy</b>—The child enjoys a variety of pre-reading activities, including adults reading to her or him daily, looking at and handling books, playing with a variety of media, and showing interest in pictures, letters, and numbers.</li> </ol>
	<b>Positive Values</b>	<ol style="list-style-type: none"> <li><b>Caring</b>—The child begins to show empathy, understanding, and awareness of others' feelings.</li> <li><b>Equality and social justice</b>—The child begins to show concern for people who are excluded from play and other activities or not treated fairly because they are different.</li> <li><b>Integrity</b>—The child begins to express her or his views appropriately and to stand up for a growing sense of what is fair and right.</li> <li><b>Honesty</b>—The child begins to understand the difference between truth and lies, and is truthful to the extent of her or his understanding.</li> <li><b>Responsibility</b>—The child begins to follow through on simple tasks to take care of her- or himself and to help others.</li> <li><b>Self-regulation</b>—The child increasingly can identify, regulate, and control her or his behaviors in healthy ways, using adult support constructively in particularly stressful situations.</li> </ol>
	<b>Social Competencies</b>	<ol style="list-style-type: none"> <li><b>Planning and decision-making</b>—The child begins to plan for the immediate future, choosing from among several options and trying to solve problems.</li> <li><b>Interpersonal skills</b>—The child cooperates, shares, plays harmoniously, and comforts others in distress.</li> <li><b>Cultural awareness and sensitivity</b>—The child begins to learn about her or his own cultural identity and to show acceptance of people who are racially, physically, culturally, or ethnically different from her or him.</li> <li><b>Resistance skills</b>—The child begins to sense danger accurately, to seek help from trusted adults, and to resist pressure from peers to participate in unacceptable or risky behavior.</li> <li><b>Peaceful conflict resolution</b>—The child begins to compromise and resolve conflicts without using physical aggression or hurtful language.</li> </ol>
	<b>Positive Identity</b>	<ol style="list-style-type: none"> <li><b>Personal power</b>—The child can make choices that give a sense of having some influence over things that happen in her or his life.</li> <li><b>Self-esteem</b>—The child likes her- or himself and has a growing sense of being valued by others.</li> <li><b>Sense of purpose</b>—The child anticipates new opportunities, experiences, and milestones in growing up.</li> <li><b>Positive view of personal future</b>—The child finds the world interesting and enjoyable, and feels that he or she has a positive place in it.</li> </ol>

**External Assets**

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|--------------------------------------|--|
| <b>Support</b>                       | <ol style="list-style-type: none"> <li>1. <b>Family support</b>—Family life provides high levels of love and support.</li> <li>2. <b>Positive family communication</b>—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).</li> <li>3. <b>Other adult relationships</b>—Child receives support from adults other than her or his parent(s).</li> <li>4. <b>Caring neighborhood</b>—Child experiences caring neighbors.</li> <li>5. <b>Caring school climate</b>—Relationships with teachers and peers provide a caring, encouraging environment.</li> <li>6. <b>Parent involvement in schooling</b>—Parent(s) are actively involved in helping the child succeed in school.</li> </ol>  |
| <b>Empowerment</b>                   | <ol style="list-style-type: none"> <li>7. <b>Community values youth</b>—Child feels valued and appreciated by adults in the community.</li> <li>8. <b>Children as resources</b>—Child is included in decisions at home and in the community.</li> <li>9. <b>Service to others</b>—Child has opportunities to help others in the community.</li> <li>10. <b>Safety</b>—Child feels safe at home, at school, and in his or her neighborhood.</li> </ol>  |
| <b>Boundaries &amp; Expectations</b> | <ol style="list-style-type: none"> <li>11. <b>Family boundaries</b>—Family has clear and consistent rules and consequences and monitors the child's whereabouts.</li> <li>12. <b>School boundaries</b>—School provides clear rules and consequences.</li> <li>13. <b>Neighborhood boundaries</b>—Neighbors take responsibility for monitoring the child's behavior.</li> <li>14. <b>Adult role models</b>—Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.</li> <li>15. <b>Positive peer influence</b>—Child's closest friends model positive, responsible behavior.</li> <li>16. <b>High expectations</b>—Parent(s) and teachers expect the child to do her or his best at school and in other activities.</li> </ol> |
| <b>Constructive Use of Time</b>      | <ol style="list-style-type: none"> <li>17. <b>Creative activities</b>—Child participates in music, art, drama, or creative writing two or more times per week.</li> <li>18. <b>Child programs</b>—Child participates two or more times per week in cocurricular school activities or structured community programs for children..</li> <li>19. <b>Religious community</b>—Child attends religious programs or services one or more times per week.</li> <li>20. <b>Time at home</b>—Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.</li> </ol>  |

**Internal Assets**

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|-------------------------------|--|
| <b>Commitment to Learning</b> | <ol style="list-style-type: none"> <li>21. <b>Achievement Motivation</b>—Child is motivated and strives to do well in school.</li> <li>22. <b>Learning Engagement</b>—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.</li> <li>23. <b>Homework</b>—Child usually hands in homework on time.</li> <li>24. <b>Bonding to school</b>—Child cares about teachers and other adults at school.</li> <li>25. <b>Reading for Pleasure</b>—Child enjoys and engages in reading for fun most days of the week.</li> </ol>  |
| <b>Positive Values</b>        | <ol style="list-style-type: none"> <li>26. <b>Caring</b>—Parent(s) tell the child it is important to help other people.</li> <li>27. <b>Equality and social justice</b>—Parent(s) tell the child it is important to speak up for equal rights for all people.</li> <li>28. <b>Integrity</b>—Parent(s) tell the child it is important to stand up for one's beliefs.</li> <li>29. <b>Honesty</b>—Parent(s) tell the child it is important to tell the truth.</li> <li>30. <b>Responsibility</b>—Parent(s) tell the child it is important to accept personal responsibility for behavior.</li> <li>31. <b>Healthy Lifestyle</b>—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.</li> </ol>  |
| <b>Social Competencies</b>    | <ol style="list-style-type: none"> <li>32. <b>Planning and decision making</b>—Child thinks about decisions and is usually happy with results of her or his decisions.</li> <li>33. <b>Interpersonal Competence</b>—Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.</li> <li>34. <b>Cultural Competence</b>—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity.</li> <li>35. <b>Resistance skills</b>—Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.</li> <li>36. <b>Peaceful conflict resolution</b>—Child seeks to resolve conflict nonviolently.</li> </ol> |
| <b>Positive Identity</b>      | <ol style="list-style-type: none"> <li>37. <b>Personal power</b>—Child feels he or she has some influence over things that happen in her or his life.</li> <li>38. <b>Self-esteem</b>—Child likes and is proud to be the person that he or she is.</li> <li>39. <b>Sense of purpose</b>—Child sometimes thinks about what life means and whether there is a purpose for her or his life.</li> <li>40. <b>Positive view of personal future</b>—Child is optimistic about her or his personal future.</li> </ol>   |