

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young people grow up healthy, caring, and responsible.

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| <b>External Assets</b> | <b>Support</b>                       | <ol style="list-style-type: none"> <li><b>1. Family support</b>—Family life provides high levels of love and support.</li> <li><b>2. Positive family communication</b>—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).</li> <li><b>3. Other adult relationships</b>—Child receives support from adults other than her or his parent(s).</li> <li><b>4. Caring neighborhood</b>—Child experiences caring neighbors.</li> <li><b>5. Caring school climate</b>—Relationships with teachers and peers provide a caring, encouraging environment.</li> <li><b>6. 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><b>7. Community values youth</b>—Child feels valued and appreciated by adults in the community.</li> <li><b>8. Children as resources</b>—Child is included in decisions at home and in the community.</li> <li><b>9. Service to others</b>—Child has opportunities to help others in the community.</li> <li><b>10. 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><b>11. Family boundaries</b>—Family has clear and consistent rules and consequences and monitors the child’s whereabouts.</li> <li><b>12. School Boundaries</b>—School provides clear rules and consequences.</li> <li><b>13. Neighborhood boundaries</b>—Neighbors take responsibility for monitoring the child’s behavior.</li> <li><b>14. 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><b>15. Positive peer influence</b>—Child’s closest friends model positive, responsible behavior.</li> <li><b>16. 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><b>17. Creative activities</b>—Child participates in music, art, drama, or creative writing two or more times per week.</li> <li><b>18. Child programs</b>—Child participates two or more times per week in cocurricular school activities or structured community programs for children..</li> <li><b>19. Religious community</b>—Child attends religious programs or services one or more times per week.</li> <li><b>20. 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>                                                                                                                                      |

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| <b>Internal Assets</b> | <b>Commitment to Learning</b> | <ol style="list-style-type: none"> <li><b>21. Achievement Motivation</b>—Child is motivated and strives to do well in school.</li> <li><b>22. 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><b>23. Homework</b>—Child usually hands in homework on time.</li> <li><b>24. Bonding to school</b>—Child cares about teachers and other adults at school.</li> <li><b>25. 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><b>26. Caring</b>—Parent(s) tell the child it is important to help other people.</li> <li><b>27. Equality and social justice</b>—Parent(s) tell the child it is important to speak up for equal rights for all people.</li> <li><b>28. Integrity</b>—Parent(s) tell the child it is important to stand up for one’s beliefs.</li> <li><b>29. Honesty</b>—Parent(s) tell the child it is important to tell the truth.</li> <li><b>30. Responsibility</b>—Parent(s) tell the child it is important to accept personal responsibility for behavior.</li> <li><b>31. 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><b>32. Planning and decision making</b>—Child thinks about decisions and is usually happy with results of her or his decisions.</li> <li><b>33. 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><b>34. 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><b>35. 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><b>36. Peaceful conflict resolution</b>—Child seeks to resolve conflict nonviolently.</li> </ol> |
|                        | <b>Positive Identity</b>      | <ol style="list-style-type: none"> <li><b>37. Personal power</b>—Child feels he or she has some influence over things that happen in her or his life.</li> <li><b>38. Self-esteem</b>—Child likes and is proud to be the person that he or she is.</li> <li><b>39. Sense of purpose</b>—Child sometimes thinks about what life means and whether there is a purpose for her or his life.</li> <li><b>40. Positive view of personal future</b>—Child is optimistic about her or his personal future.</li> </ol>                                                                                                                                                                                                                                                                                                                                   |