## 40 Developmental Assets® for Children Grades K–3 (ages 5-9)

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.

### Internal Assets

- **1. Family Support**—Family continues to be a consistent provider of love and support for the child’s unique physical and emotional needs.
- **2. Positive Family Communication**—Parent(s) and child communicate openly, respectfully, and frequently, with child receiving praise for her or his efforts and accomplishments.
- **3. Other Adult Relationships**—Child receives support from adults other than her or his parent(s), with the child sometimes experiencing relationships with a nonparent adult.
- **4. Caring School Neighborhood**—Parent(s) and child experience friendly neighbors who affirm and support the child’s growth and sense of belonging.
- **5. Caring School Climate**—Child experiences warm, welcoming relationships with teachers, caregivers, and peers at school.
- **6. Parent Involvement in Schooling**—Parent(s) talk about the importance of education and are actively involved in the child’s school success.

### External Assets

- **7. Community Values Children**—Children are welcomed and included throughout community life.
- **8. Children as Resources**—Child contributes to family decisions and has opportunities to participate in positive community events.
- **9. Service to Others**—Child has opportunities to serve in the community with adult support and approval.
- **10. Safety**—Parents and community adults ensure the child’s safety while keeping in mind her or his increasing independence.
- **11. Family Boundaries**—The family maintains supervision of the child, has reasonable guidelines for behavior, and always knows where the child is.
- **12. School Boundaries**—Schools have clear, consistent rules and consequences and use a positive approach to discipline.
- **13. Neighborhood Boundaries**—Neighbors and friends’ parents help monitor the child’s behavior and provide feedback to the parent(s).
- **14. Adult Role Models**—Parent(s) and other adults model positive, responsible behavior and encourage the child to follow these examples.
- **15. Positive Peer Influence**—Parent(s) monitor the child’s friends and encourage spending time with those who set good examples.
- **16. High Expectations**—Parent(s), teachers, and other influential adults encourage the child to do her or his best in all tasks and celebrate their successes.

### Boundaries & Expectations

- **17. Creative Activities**—Child participates weekly in music, dance, or other form of artistic expression outside of school.
- **18. Child Programs**—Child participates weekly in at least one sport, club, or organization within the school or community.
- **19. Religious Community**—Child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.
- **20. Time at Home**—Child spends time at home playing and doing positive activities with the family.

### Constructive Use of Time

- **21. Achievement Motivation**—Child is encouraged to remain curious and demonstrates an interest in doing well at school.
- **22. Learning Engagement**—Child is enthused about learning and enjoys going to school.
- **23. Homework**—With appropriate parental support, child completes assigned homework.
- **24. Bonding to School**—Child is encouraged to have and feels a sense of belonging at school.
- **25. Reading for Pleasure**—Child listens to and/or reads books outside of school daily.

### Commitment to Learning

- **26. Caring**—Parent(s) help child grow in empathy, understanding, and helping others.
- **27. Equality and Social Justice**—Parent(s) encourage child to be concerned about rules and being fair to everyone.
- **28. Integrity**—Parent(s) help child develop her or his own sense of right and wrong behavior.
- **29. Honesty**—Parent(s) encourage child’s development in recognizing and telling the truth.
- **30. Responsibility**—Parent(s) encourage child to accept and take responsibility for her or his actions at school and at home.
- **31. Self-Regulation**—Parents encourage child’s growth in regulating her or his own emotions and behaviors in understanding the importance of healthy habits and choices.

### Social Competencies

- **32. Planning and Decision Making**—Parent(s) help child think through and plan school and play activities.
- **33. Interpersonal Competence**—Child seeks to build friendships and is learning about self-control.
- **34. Cultural Competence**—Child continues to learn about her or his own cultural identity and is encouraged to interact positively with children of different racial, ethnic, and cultural backgrounds.
- **35. Resistance Skills**—Child is learning to recognize risky or dangerous situations and is able to seek help from trusted adults.
- **36. Peaceful Conflict Resolution**—Child continues learning to resolve conflicts without hitting, throwing a tantrum, or using hurtful language.

### Positive Identity

- **37. Personal Power**—Child has a growing sense of having influence over some of the things that happen in her or his life.
- **38. Self-Esteem**—Child likes herself or himself and feels valued by others.
- **39. Sense of Purpose**—Child welcomes new experiences and imagines what he or she might do or be in the future.
- **40. Positive View of Personal Future**—Child has a growing curiosity about the world and finding her or his place in it.