

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.

External Assets

- Support**
 - 1. **Family support**—Family life provides high levels of love and support.
 - 2. **Positive family communication**—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).
 - 3. **Other adult relationships**—Child receives support from adults other than her or his parent(s).
 - 4. **Caring neighborhood**—Child experiences caring neighbors.
 - 5. **Caring school climate**—Relationships with teachers and peers provide a caring, encouraging environment.
 - 6. **Parent involvement in schooling**—Parent(s) are actively involved in helping the child succeed in school.
- Empowerment**
 - 7. **Community values youth**—Child feels valued and appreciated by adults in the community.
 - 8. **Children as resources**—Child is included in decisions at home and in the community.
 - 9. **Service to others**—Child has opportunities to help others in the community.
 - 10. **Safety**—Child feels safe at home, at school, and in his or her neighborhood.
- Boundaries & Expectations**
 - 11. **Family boundaries**—Family has clear and consistent rules and consequences and monitors the child's whereabouts.
 - 12. **School Boundaries**—School provides clear rules and consequences.
 - 13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring the child's behavior.
 - 14. **Adult role models**—Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.
 - 15. **Positive peer influence**—Child's closest friends model positive, responsible behavior.
 - 16. **High expectations**—Parent(s) and teachers expect the child to do her or his best at school and in other activities.
- Constructive Use of Time**
 - 17. **Creative activities**—Child participates in music, art, drama, or creative writing two or more times per week.
 - 18. **Child programs**—Child participates two or more times per week in cocurricular school activities or structured community programs for children..
 - 19. **Religious community**—Child attends religious programs or services one or more times per week.
 - 20. **Time at home**—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.

Internal Assets

- Commitment to Learning**
 - 21. **Achievement Motivation**—Child is motivated and strives to do well in school.
 - 22. **Learning Engagement**—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.
 - 23. **Homework**—Child usually hands in homework on time.
 - 24. **Bonding to school**—Child cares about teachers and other adults at school.
 - 25. **Reading for Pleasure**—Child enjoys and engages in reading for fun most days of the week.
- Positive Values**
 - 26. **Caring**—Parent(s) tell the child it is important to help other people.
 - 27. **Equality and social justice**—Parent(s) tell the child it is important to speak up for equal rights for all people.
 - 28. **Integrity**—Parent(s) tell the child it is important to stand up for one's beliefs.
 - 29. **Honesty**—Parent(s) tell the child it is important to tell the truth.
 - 30. **Responsibility**—Parent(s) tell the child it is important to accept personal responsibility for behavior.
 - 31. **Healthy Lifestyle**—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.
- Social Competencies**
 - 32. **Planning and decision making**—Child thinks about decisions and is usually happy with results of her or his decisions.
 - 33. **Interpersonal Competence**—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.
 - 34. **Cultural Competence**—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity.
 - 35. **Resistance skills**—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.
 - 36. **Peaceful conflict resolution**—Child seeks to resolve conflict nonviolently.
- Positive Identity**
 - 37. **Personal power**—Child feels he or she has some influence over things that happen in her or his life.
 - 38. **Self-esteem**—Child likes and is proud to be the person that he or she is.
 - 39. **Sense of purpose**—Child sometimes thinks about what life means and whether there is a purpose for her or his life.
 - 40. **Positive view of personal future**—Child is optimistic about her or his personal future.