

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

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