

# 40 Developmental Assets™

Search Institute™ has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.



Category	Asset Name and Definition				
<b>External Assets</b>	<b>Support</b> <ol style="list-style-type: none"> <li><b>Family Support</b>-Family life provides high levels of love and support.</li> <li><b>Positive Family Communication</b>-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</li> <li><b>Other Adult Relationships</b>-Young person receives support from three or more nonparent adults.</li> <li><b>Caring Neighborhood</b>-Young person experiences caring neighbors.</li> <li><b>Caring School Climate</b>-School provides a caring, encouraging environment.</li> <li><b>Parent Involvement in Schooling</b>-Parent(s) are actively involved in helping young person succeed in school.</li> </ol>				
	<b>Empowerment</b> <ol style="list-style-type: none"> <li><b>Community Values Youth</b>-Young person perceives that adults in the community value youth.</li> <li><b>Youth as Resources</b>-Young people are given useful roles in the community.</li> <li><b>Service to Others</b>-Young person serves in the community one hour or more per week.</li> <li><b>Safety</b>-Young person feels safe at home, school, and in the neighborhood.</li> </ol>				
	<b>Boundaries &amp; Expectations</b>	<ol style="list-style-type: none"> <li><b>Family Boundaries</b>-Family has clear rules and consequences and monitors the young person's whereabouts.</li> <li><b>School Boundaries</b>-School provides clear rules and consequences.</li> <li><b>Neighborhood Boundaries</b>-Neighbors take responsibility for monitoring young people's behavior.</li> <li><b>Adult Role Models</b>-Parent(s) and other adults model positive, responsible behavior.</li> <li><b>Positive Peer Influence</b>-Young person's best friends model responsible behavior.</li> <li><b>High Expectations</b>-Both parent(s) and teachers encourage the young person to do well.</li> </ol>			
		<b>Constructive Use of Time</b>	<ol style="list-style-type: none"> <li><b>Creative Activities</b>-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</li> <li><b>Youth Programs</b>-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</li> <li><b>Religious Community</b>-Young person spends one or more hours per week in activities in a religious institution.</li> <li><b>Time at Home</b>-Young person is out with friends "with nothing special to do" two or fewer nights per week.</li> </ol>		
			<b>Internal Assets</b>	<b>Commitment to Learning</b> <ol style="list-style-type: none"> <li><b>Achievement Motivation</b>-Young person is motivated to do well in school.</li> <li><b>School Engagement</b>-Young person is actively engaged in learning.</li> <li><b>Homework</b>-Young person reports doing at least one hour of homework every school day.</li> <li><b>Bonding to School</b>-Young person cares about her or his school.</li> <li><b>Reading for Pleasure</b>-Young person reads for pleasure three or more hours per week.</li> </ol>	
				<b>Positive Values</b>	<ol style="list-style-type: none"> <li><b>Caring</b>-Young person places high value on helping other people.</li> <li><b>Equality and Social Justice</b>-Young person places high value on promoting equality and reducing hunger and poverty.</li> <li><b>Integrity</b>-Young person acts on convictions and stands up for her or his beliefs.</li> <li><b>Honesty</b>-Young person "tells the truth even when it is not easy."</li> <li><b>Responsibility</b>-Young person accepts and takes personal responsibility.</li> <li><b>Restraint</b>-Young person believes it is important not to be sexually active or to use alcohol or other drugs.</li> </ol>
					<b>Social Competencies</b>
		<b>Positive Identity</b>			