

Search Institute's 40 Developmental Assets®

External Assets

Support

1. Family support – Family life provides high levels of love and support
2. Positive family communication – Young person and her or his parent(s) communicated positively and young person is willing to seek advice and counsel from parents.
3. Other adult relationships – Young person receives support from three or more non-parent adults.
4. Caring neighborhood – Young person experiences caring neighbors.
5. Caring school climate – School provides a caring, encouraging environment.
6. Parent involvement in schooling – Parent(s) are actively involved in helping young person succeed in school.

Empowerment

7. Community values youth – Young person perceives that adults in the community value youth.
8. Youth as resources – Young people are given useful roles in the community.
9. Service to others – Young person serves in the community one hour or more per week.
10. Safety – Young person feels safe at home, school and in the neighborhood.

Boundaries and Expectations

11. Family boundaries – Family has clear rules and consequences and monitors young person's whereabouts.
12. School boundaries – School provides clear rules and consequences.
13. Neighborhood boundaries – Neighbors take responsibility for monitoring young people's behavior.
14. Adult role models – Parent(s) and other adults model positive, responsible behavior.
15. Positive peer influence – Young person's best friends model responsible behavior.
16. High expectations – Both parent(s) and teachers encourage the young person to do well.

Constructive Use of Time

17. Creative activities – Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. Youth programs – Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. Religious community – Young person spends one or more hours per week in activities in a religious institution.
20. Time at home – Young person is out with friends "with nothing special to do" two or few nights per week.

Internal Assets

Commitment to learning

21. Achievement motivation – Young person is motivated to do well in school
22. School engagement – Young person is actively engaging in learning.
23. Homework – Young person reports doing at least one hour of homework every school day.
24. Bonding to school – Young person cares about her or his school
25. Reading for pleasure – Young person reads for pleasure three or more hours per week.

Positive Values

26. Caring – Young person places high value on helping other people
27. Equality and social justice – Young person places high value on promoting equality and reducing hunger and poverty.
28. Integrity – Young person acts on convictions and stands up for her or his beliefs.
29. Honesty – Young person "tells the truth even when it is not easy".
30. Responsibility – Young person accepts and takes personal responsibility.
31. Restraint – Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social Competencies

32. Planning and decision making – Young person knows how to plan ahead and make choices.
33. Interpersonal competence – Young person has empathy, sensitivity, and friendship skills.
34. Cultural competence – Young person has knowledge of and comfort with people of different cultural/ racial/ethnic backgrounds.
35. Resistance skills – Young person can resist negative peer pressure and dangerous situations.
36. Peaceful conflict resolution – Young person seeks to resolve conflict nonviolently.

Positive Identity

37. Personal power – Young person feels he or she has control over "things that happen to me".
38. Self-esteem – Young person reports having a high self-esteem.
39. Sense of purpose – Young person reports that "my life has a purpose".
40. Positive view of personal future – Young person is optimistic about her or his personal future.