

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**—Young person and her or his parent(s) communicate 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 nonparent 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 & Expectations**
 - 11. **Family boundaries**—Family has clear rules and consequences and monitors the 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 fewer 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 engaged 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.