

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.

<b>External Assets</b>	<b>Support</b>	<p>1. <b>Family support</b>—Family life provides high levels of love and support.</p> <p>2. <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.</p> <p>3. <b>Other adult relationships</b>—Young person receives support from three or more nonparent adults.</p> <p>4. <b>Caring neighborhood</b>—Young person experiences caring neighbors.</p> <p>5. <b>Caring school climate</b>—School provides a caring, encouraging environment.</p> <p>6. <b>Parent involvement in schooling</b>—Parent(s) are actively involved in helping young person succeed in school.</p>
	<b>Empowerment</b>	<p>7. <b>Community values youth</b>—Young person perceives that adults in the community value youth.</p> <p>8. <b>Youth as resources</b>—Young people are given useful roles in the community.</p> <p>9. <b>Service to others</b>—Young person serves in the community one hour or more per week.</p> <p>10. <b>Safety</b>—Young person feels safe at home, school, and in the neighborhood.</p>
	<b>Boundaries &amp; Expectations</b>	<p>11. <b>Family boundaries</b>—Family has clear rules and consequences and monitors the young person’s whereabouts.</p> <p>12. <b>School Boundaries</b>—School provides clear rules and consequences.</p> <p>13. <b>Neighborhood boundaries</b>—Neighbors take responsibility for monitoring young people’s behavior.</p> <p>14. <b>Adult role models</b>—Parent(s) and other adults model positive, responsible behavior.</p> <p>15. <b>Positive peer influence</b>—Young person’s best friends model responsible behavior.</p> <p>16. <b>High expectations</b>—Both parent(s) and teachers encourage the young person to do well.</p>
	<b>Constructive Use of Time</b>	<p>17. <b>Creative activities</b>—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</p> <p>18. <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.</p> <p>19. <b>Religious community</b>—Young person spends one or more hours per week in activities in a religious institution.</p> <p>20. <b>Time at home</b>—Young person is out with friends “with nothing special to do” two or fewer nights per week.</p>

<b>Internal Assets</b>	<b>Commitment to Learning</b>	<p>21. <b>Achievement Motivation</b>—Young person is motivated to do well in school.</p> <p>22. <b>School Engagement</b>—Young person is actively engaged in learning.</p> <p>23. <b>Homework</b>—Young person reports doing at least one hour of homework every school day.</p> <p>24. <b>Bonding to school</b>—Young person cares about her or his school.</p> <p>25. <b>Reading for Pleasure</b>—Young person reads for pleasure three or more hours per week.</p>
	<b>Positive Values</b>	<p>26. <b>Caring</b>—Young person places high value on helping other people.</p> <p>27. <b>Equality and social justice</b>—Young person places high value on promoting equality and reducing hunger and poverty.</p> <p>28. <b>Integrity</b>—Young person acts on convictions and stands up for her or his beliefs.</p> <p>29. <b>Honesty</b>—Young person “tells the truth even when it is not easy.”</p> <p>30. <b>Responsibility</b>—Young person accepts and takes personal responsibility.</p> <p>31. <b>Restraint</b>—Young person believes it is important not to be sexually active or to use alcohol or other drugs.</p>
	<b>Social Competencies</b>	<p>32. <b>Planning and decision making</b>—Young person knows how to plan ahead and make choices.</p> <p>33. <b>Interpersonal Competence</b>—Young person has empathy, sensitivity, and friendship skills.</p> <p>34. <b>Cultural Competence</b>—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</p> <p>35. <b>Resistance skills</b>—Young person can resist negative peer pressure and dangerous situations.</p> <p>36. <b>Peaceful conflict resolution</b>—Young person seeks to resolve conflict nonviolently.</p>
	<b>Positive Identity</b>	<p>37. <b>Personal power</b>—Young person feels he or she has control over “things that happen to me.”</p> <p>38. <b>Self-esteem</b>—Young person reports having a high self-esteem.</p> <p>39. <b>Sense of purpose</b>—Young person reports that “my life has a purpose.”</p> <p>40. <b>Positive view of personal future</b>—Young person is optimistic about her or his personal future.</p>