

WHAT ARE THE 40 DEVELOPMENTAL ASSETS®?

The 40 Developmental Assets® are positive relationships, opportunities, values, and skills that young people need to grow up healthy, caring, and responsible adults. Through extensive research, the Search Institute® has observed the more assets a young person experiences, the more likely they are to develop healthy behaviors and to participate in less risky behaviors.

Below is a list of the external and internal 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) 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, at school, and in the neighborhood.



Boundaries and 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 behaviors.
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 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**- Young person is optimistic about her or his personal future.

Additional Information

For additional information about the 40 Developmental Assets[®] and the work of the Search Institute[®], please visit www.search-institute.com.