

## 40 Developmental Assets® for Adolescents (ages 12-18)

Search Institute® has identified the following building blocks for 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 non-parent adults.
4. **Caring neighbourhood** – Young person experiences caring neighbours.
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 neighbourhood.

#### 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. **Neighbourhood boundaries** – Neighbours take responsibility for monitoring young people's behaviour.
14. **Adult role models** – Parent(s) and other adults model positive, responsible behaviour.
15. **Positive peer influence** – Young person's best friends model responsible behaviour.
16. **High expectations** – Both parent(s) and teachers encourage the young person to do well.



Hy's life was enriched  
with a wealth of  
developmental assets

## Constructive Use of Time

17. **Creative activities** – Young person spends three or more hours per week in lessons or practice in music, theatre, or other arts.
18. **Youth programs** – Young person spends three or more hours per week in sports, clubs, or organisations 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 non-violently.

### 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.

Source: [www.search-institute.org](http://www.search-institute.org)