

## 40 Developmental Assets® for Children Grades K–3 (ages 5–9)

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>	<ol style="list-style-type: none"> <li>1. <b>Family Support</b>—Family continues to be a consistent provider of love and support for the child’s unique physical and emotional needs.</li> <li>2. <b>Positive Family Communication</b>—Parent(s) and child communicate openly, respectfully, and frequently, with child receiving praise for her or his efforts and accomplishments.</li> <li>3. <b>Other Adult Relationships</b>—Child receives support from adults other than her or his parent(s), with the child sometimes experiencing relationships with a nonparent adult.</li> <li>4. <b>Caring Neighborhood</b>—Parent(s) and child experience friendly neighbors who affirm and support the child’s growth and sense of belonging.</li> <li>5. <b>Caring School Climate</b>—Child experiences warm, welcoming relationships with teachers, caregivers, and peers at school.</li> <li>6. <b>Parent Involvement in Schooling</b>—Parent(s) talk about the importance of education and are actively involved in the child’s school success.</li> </ol>
	<b>Empowerment</b>	<ol style="list-style-type: none"> <li>7. <b>Community Values Children</b>—Children are welcomed and included throughout community life.</li> <li>8. <b>Children as Resources</b>—Child contributes to family decisions and has opportunities to participate in positive community events.</li> <li>9. <b>Service to Others</b>—Child has opportunities to serve in the community with adult support and approval.</li> <li>10. <b>Safety</b>—Parents and community adults ensure the child’s safety while keeping in mind her or his increasing independence.</li> </ol>
	<b>Boundaries &amp; Expectations</b>	<ol style="list-style-type: none"> <li>11. <b>Family Boundaries</b>—The family maintains supervision of the child, has reasonable guidelines for behavior, and always knows where the child is.</li> <li>12. <b>School Boundaries</b>—Schools have clear, consistent rules and consequences and use a positive approach to discipline.</li> <li>13. <b>Neighborhood Boundaries</b>—Neighbors and friends’ parents help monitor the child’s behavior and provide feedback to the parent(s).</li> <li>14. <b>Adult Role Models</b>—Parent(s) and other adults model positive, responsible behavior and encourage the child to follow these examples.</li> <li>15. <b>Positive Peer Influence</b>—Parent(s) monitor the child’s friends and encourage spending time with those who set good examples.</li> <li>16. <b>High Expectations</b>—Parent(s), teachers, and other influential adults encourage the child to do her or his best in all tasks and celebrate their successes.</li> </ol>
	<b>Constructive Use of Time</b>	<ol style="list-style-type: none"> <li>17. <b>Creative Activities</b>—Child participates weekly in music, dance, or other form of artistic expression outside of school.</li> <li>18. <b>Child Programs</b>—Child participates weekly in at least one sport, club, or organization within the school or community.</li> <li>19. <b>Religious Community</b>—Child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.</li> <li>20. <b>Time at Home</b>—Child spends time at home playing and doing positive activities with the family.</li> </ol>

<b>Internal Assets</b>	<b>Commitment to Learning</b>	<ol style="list-style-type: none"> <li>21. <b>Achievement Motivation</b>—Child is encouraged to remain curious and demonstrates an interest in doing well at school.</li> <li>22. <b>Learning Engagement</b>—Child is enthused about learning and enjoys going to school.</li> <li>23. <b>Homework</b>—With appropriate parental support, child completes assigned homework.</li> <li>24. <b>Bonding to School</b>—Child is encouraged to have and feels a sense of belonging at school.</li> <li>25. <b>Reading for Pleasure</b>—Child listens to and/or reads books outside of school daily.</li> </ol>
	<b>Positive Values</b>	<ol style="list-style-type: none"> <li>26. <b>Caring</b>—Parent(s) help child grow in empathy, understanding, and helping others.</li> <li>27. <b>Equality and Social Justice</b>—Parent(s) encourage child to be concerned about rules and being fair to everyone.</li> <li>28. <b>Integrity</b>—Parent(s) help child develop her or his own sense of right and wrong behavior.</li> <li>29. <b>Honesty</b>—Parent(s) encourage child’s development in recognizing and telling the truth.</li> <li>30. <b>Responsibility</b>—Parent(s) encourage child to accept and take responsibility for her or his actions at school and at home.</li> <li>31. <b>Self-Regulation</b>—Parents encourage child’s growth in regulating her or his own emotions and behaviors and in understanding the importance of healthy habits and choices.</li> </ol>
	<b>Social Competencies</b>	<ol style="list-style-type: none"> <li>32. <b>Planning and Decision Making</b>—Parent(s) help child think through and plan school and play activities.</li> <li>33. <b>Interpersonal Competence</b>—Child seeks to build friendships and is learning about self-control.</li> <li>34. <b>Cultural Competence</b>—Child continues to learn about her or his own cultural identity and is encouraged to interact positively with children of different racial, ethnic, and cultural backgrounds.</li> <li>35. <b>Resistance Skills</b>—Child is learning to recognize risky or dangerous situations and is able to seek help from trusted adults.</li> <li>36. <b>Peaceful Conflict Resolution</b>—Child continues learning to resolve conflicts without hitting, throwing a tantrum, or using hurtful language.</li> </ol>
	<b>Positive Identity</b>	<ol style="list-style-type: none"> <li>37. <b>Personal Power</b>—Child has a growing sense of having influence over some of the things that happen in her or his life.</li> <li>38. <b>Self-Esteem</b>—Child likes herself or himself and feels valued by others.</li> <li>39. <b>Sense of Purpose</b>—Child welcomes new experiences and imagines what he or she might do or be in the future.</li> <li>40. <b>Positive View of Personal Future</b>—Child has a growing curiosity about the world and finding her or his place in it.</li> </ol>