

Developmental Assets (Ages 5-18)

The following developmental assets are research-based, positive experiences and qualities that influence young people's development, helping them become caring, responsible, and productive adults. The more assets that young people have, the less likely they are to engage in a wide range of high-risk behaviors and the more likely they are to thrive. For more information and downloads (also in different languages) see <https://page.search-institute.org/40-developmental-assets>

***External Assets** focus on positive experiences that children adolescents receive from the people and institutions in their lives.*

- **Support** encompasses support from the family, having positive family communication, other adult relationships, caring neighbourhood and school climate, as well as parental involvement in Schooling.
- **Empowerment** includes feeling safe, the community valuing youth, being involved in decisions, and helping in the community.
- **Boundaries and Expectations** is constituted of having clear boundaries in the family, at school, and in the neighbourhood. The child has adult role models and friends that model positive behavior. Parents and teachers expect the child to do their best.
- **Constructive Use of Time** implies involvement in creative activities, child programs, religious community, and quality time with the family.

***Internal Assets** nurture the internal qualities that guide choices and create a sense of centeredness, purpose, and focus.*

- **Commitment to Learning** consists of the willingness to learn, being motivated, handing in homework on time, having good relationships to adults in the school, as well as reading for pleasure.
- **Positive Values** involves instilling important values such as caring, equality, integrity, honesty, responsibility, and a healthy lifestyle.
- **Social Competencies** includes planning and decision making, interpersonal and cultural competence, peaceful conflict solutions, recognizing and staying away from dangerous situations or negative peers.
- **Positive Identity** comprises feeling in control, having self-esteem, a sense of purpose, and a positive view of their personal future.

For more information about developmental relationships, please see: <https://www.search-institute.org/developmental-relationships/developmental-relationships-framework/>