

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.



External Assets	Support	<p>1. Family Support—Family continues to be a consistent provider of love and support for the child’s unique physical and emotional needs.</p> <p>2. Positive Family Communication—Parent(s) and child communicate openly, respectfully, and frequently, with child receiving praise for her or his efforts and accomplishments.</p> <p>3. Other Adult Relationships—Child receives support from adults other than her or his parent(s), with the child sometimes experiencing relationships with a nonparent adult.</p> <p>4. Caring Neighborhood—Parent(s) and child experience friendly neighbors who affirm and support the child’s growth and sense of belonging.</p> <p>5. Caring School Climate—Child experiences warm, welcoming relationships with teachers, caregivers, and peers at school.</p> <p>6. Parent Involvement in Schooling—Parent(s) talk about the importance of education and are actively involved in the child’s school success.</p>	
	Empowerment	<p>7. Community Values Children—Children are welcomed and included throughout community life.</p> <p>8. Children as Resources—Child contributes to family decisions and has opportunities to participate in positive community events.</p> <p>9. Service to Others—Child has opportunities to serve in the community with adult support and approval.</p> <p>10. Safety—Parents and community adults ensure the child’s safety while keeping in mind her or his increasing independence.</p>	
	Boundaries & Expectations	<p>11. Family Boundaries—The family maintains supervision of the child, has reasonable guidelines for behavior, and always knows where the child is.</p> <p>12. School Boundaries—Schools have clear, consistent rules and consequences and use a positive approach to discipline.</p> <p>13. Neighborhood Boundaries—Neighbors and friends’ parents help monitor the child’s behavior and provide feedback to the parent(s).</p> <p>14. Adult Role Models—Parent(s) and other adults model positive, responsible behavior and encourage the child to follow these examples.</p> <p>15. Positive Peer Influence—Parent(s) monitor the child’s friends and encourage spending time with those who set good examples.</p> <p>16. High Expectations—Parent(s), teachers, and other influential adults encourage the child to do her or his best in all tasks and celebrate their successes.</p>	
	Constructive Use of Time	<p>17. Creative Activities—Child participates weekly in music, dance, or other form of artistic expression outside of school.</p> <p>18. Child Programs—Child participates weekly in at least one sport, club, or organization within the school or community.</p> <p>19. Religious Community—Child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.</p> <p>20. Time at Home—Child spends time at home playing and doing positive activities with the family.</p>	
	Internal Assets	Commitment to Learning	<p>21. Achievement Motivation—Child is encouraged to remain curious and demonstrates an interest in doing well at school.</p> <p>22. Learning Engagement—Child is enthused about learning and enjoys going to school.</p> <p>23. Homework—With appropriate parental support, child completes assigned homework.</p> <p>24. Bonding to School—Child is encouraged to have and feels a sense of belonging at school.</p> <p>25. Reading for Pleasure—Child listens to and/or reads books outside of school daily.</p>
		Positive Values	<p>26. Caring—Parent(s) help child grow in empathy, understanding, and helping others.</p> <p>27. Equality and Social Justice—Parent(s) encourage child to be concerned about rules and being fair to everyone.</p> <p>28. Integrity—Parent(s) help child develop her or his own sense of right and wrong behavior.</p> <p>29. Honesty—Parent(s) encourage child’s development in recognizing and telling the truth.</p> <p>30. Responsibility—Parent(s) encourage child to accept and take responsibility for her or his actions at school and at home.</p> <p>31. Self-Regulation—Parents encourage child’s growth in regulating her or his own emotions and behaviors and in understanding the importance of healthy habits and choices.</p>
		Social Competencies	<p>32. Planning and Decision Making—Parent(s) help child think through and plan school and play activities.</p> <p>33. Interpersonal Competence—Child seeks to build friendships and is learning about self-control.</p> <p>34. Cultural Competence—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.</p> <p>35. Resistance Skills—Child is learning to recognize risky or dangerous situations and is able to seek help from trusted adults.</p> <p>36. Peaceful Conflict Resolution—Child continues learning to resolve conflicts without hitting, throwing a tantrum, or using hurtful language.</p>
		Positive Identity	<p>37. Personal Power—Child has a growing sense of having influence over some of the things that happen in her or his life.</p> <p>38. Self-Esteem—Child likes herself or himself and feels valued by others.</p> <p>39. Sense of Purpose—Child welcomes new experiences and imagines what he or she might do or be in the future.</p> <p>40. Positive View of Personal Future—Child has a growing curiosity about the world and finding her or his place in it.</p>