

# 40 Developmental Assets® for Adolescents

(ages 12-18)

Search Institute® has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.<sup>1</sup>



Teens

External Assets	SUPPORT	<ol style="list-style-type: none"> <li><b>Family Support</b>—Family life provides high levels of love and support.</li> <li><b>Positive Family Communication</b>—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).</li> <li><b>Other Adult Relationships</b>—Young person receives support from three or more nonparent adults.</li> <li><b>Caring Neighborhood</b>—Young person experiences caring neighbors.</li> <li><b>Caring School Climate</b>—School provides a caring, encouraging environment.</li> <li><b>Parent Involvement in Schooling</b>—Parent(s) are actively involved in helping young person succeed in school.</li> </ol>
	EMPOWERMENT	<ol style="list-style-type: none"> <li><b>Community Values Youth</b>—Young person perceives that adults in the community value youth.</li> <li><b>Youth as Resources</b>—Young people are given useful roles in the community.</li> <li><b>Service to Others</b>—Young person serves in the community one hour or more per week.</li> <li><b>Safety</b>—Young person feels safe at home, school, and in the neighborhood.</li> </ol>
	BOUNDARIES & EXPECTATIONS	<ol style="list-style-type: none"> <li><b>Family Boundaries</b>—Family has clear rules and consequences and monitors the young person's whereabouts.</li> <li><b>School Boundaries</b>—School provides clear rules and consequences.</li> <li><b>Neighborhood Boundaries</b>—Neighbors take responsibility for monitoring young people's behavior.</li> <li><b>Adult Role Models</b>—Parent(s) and other adults model positive, responsible behavior.</li> <li><b>Positive Peer Influence</b>—Young person's best friends model responsible behavior.</li> <li><b>High Expectations</b>—Both parent(s) and teachers encourage the young person to do well.</li> </ol>
	CONSTRUCTIVE USE OF TIME	<ol style="list-style-type: none"> <li><b>Creative Activities</b>—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</li> <li><b>Youth Programs</b>—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</li> <li><b>Religious Community</b>—Young person spends one or more hours per week in activities in a religious institution.</li> <li><b>Time at Home</b>—Young person is out with friends "with nothing special to do" two or fewer nights per week.</li> </ol>
Internal Assets	COMMITMENT TO LEARNING	<ol style="list-style-type: none"> <li><b>Achievement Motivation</b>—Young person is motivated to do well in school.</li> <li><b>School Engagement</b>—Young person is actively engaged in learning.</li> <li><b>Homework</b>—Young person reports doing at least one hour of homework every school day.</li> <li><b>Bonding to School</b>—Young person cares about her or his school.</li> <li><b>Reading for Pleasure</b>—Young person reads for pleasure three or more hours per week.</li> </ol>
	POSITIVE VALUES	<ol style="list-style-type: none"> <li><b>Caring</b>—Young person places high value on helping other people.</li> <li><b>Equality and Social Justice</b>—Young person places high value on promoting equality and reducing hunger and poverty.</li> <li><b>Integrity</b>—Young person acts on convictions and stands up for her or his beliefs.</li> <li><b>Honesty</b>—Young person "tells the truth even when it is not easy."</li> <li><b>Responsibility</b>—Young person accepts and takes personal responsibility.</li> <li><b>Restraint</b>—Young person believes it is important not to be sexually active or to use alcohol or other drugs.</li> </ol>
	SOCIAL COMPETENCIES	<ol style="list-style-type: none"> <li><b>Planning and Decision Making</b>—Young person knows how to plan ahead and make choices.</li> <li><b>Interpersonal Competence</b>—Young person has empathy, sensitivity, and friendship skills.</li> <li><b>Cultural Competence</b>—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</li> <li><b>Resistance Skills</b>—Young person can resist negative peer pressure and dangerous situations.</li> <li><b>Peaceful Conflict Resolution</b>—Young person seeks to resolve conflict nonviolently.</li> </ol>
	POSITIVE IDENTITY	<ol style="list-style-type: none"> <li><b>Personal Power</b>—Young person feels he or she has control over "things that happen to me."</li> <li><b>Self-Esteem</b>—Young person reports having a high self-esteem.</li> <li><b>Sense of Purpose</b>—Young person reports that "my life has a purpose."</li> <li><b>Positive View Of Personal Future</b>—Young person is optimistic about her or his personal future.</li> </ol>

bankit.com

Assets  
#3-LI-T

Permission to photocopy this handout granted for individual and educational use only. From Bank It. Copyright © 2010 by Capital One and Search Institute. For more information, visit [www.bankit.com](http://www.bankit.com). Capital One® and Search Institute® are federally registered service marks. Bank It™ service mark is pending. All rights reserved.  
Copyright © 1997, 2006 by Search Institute, 615 First Avenue N.E., Suite 125, Minneapolis, MN 55413; 800-888-7828; [www.search-institute.org](http://www.search-institute.org). All Rights Reserved.  
The following are registered trademarks of Search Institute: Search Institute®, Developmental Assets® and Healthy Communities • Healthy Youth®.

