

## 40 Developmental Assets® for Middle Childhood (ages 8-12)

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 | <b>Support</b>                       | <p>1. <b>Family support</b>—Family life provides high levels of love and support.</p> <p>2. <b>Positive family communication</b>—Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).</p> <p>3. <b>Other adult relationships</b>—Child receives support from adults other than her or his parent(s).</p> <p>4. <b>Caring neighborhood</b>—Child experiences caring neighbors.</p> <p>5. <b>Caring school climate</b>—Relationships with teachers and peers provide a caring, encouraging environment.</p> <p>6. <b>Parent involvement in schooling</b>—Parent(s) are actively involved in helping the child succeed in school.</p>  |   |
|                 | <b>Empowerment</b>                   | <p>7. <b>Community values youth</b>—Child feels valued and appreciated by adults in the community.</p> <p>8. <b>Children as resources</b>—Child is included in decisions at home and in the community.</p> <p>9. <b>Service to others</b>—Child has opportunities to help others in the community.</p> <p>10. <b>Safety</b>—Child feels safe at home, at school, and in his or her neighborhood.</p>  |   |
|                 | <b>Boundaries &amp; Expectations</b> | <p>11. <b>Family boundaries</b>—Family has clear and consistent rules and consequences and monitors the child's whereabouts.</p> <p>12. <b>School boundaries</b>—School provides clear rules and consequences.</p> <p>13. <b>Neighborhood boundaries</b>—Neighbors take responsibility for monitoring the child's behavior.</p> <p>14. <b>Adult role models</b>—Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.</p> <p>15. <b>Positive peer influence</b>—Child's closest friends model positive, responsible behavior.</p> <p>16. <b>High expectations</b>—Parent(s) and teachers expect the child to do her or his best at school and in other activities.</p> |   |
|                 | <b>Constructive Use of Time</b>      | <p>17. <b>Creative activities</b>—Child participates in music, art, drama, or creative writing two or more times per week.</p> <p>18. <b>Child programs</b>—Child participates two or more times per week in cocurricular school activities or structured community programs for children.</p> <p>19. <b>Religious community</b>—Child attends religious programs or services one or more times per week.</p> <p>20. <b>Time at home</b>—Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.</p>   |   |
|                 | Internal Assets                      | <b>Commitment to Learning</b>   | <p>21. <b>Achievement Motivation</b>—Child is motivated and strives to do well in school.</p> <p>22. <b>Learning Engagement</b>—Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.</p> <p>23. <b>Homework</b>—Child usually hands in homework on time.</p> <p>24. <b>Bonding to school</b>—Child cares about teachers and other adults at school.</p> <p>25. <b>Reading for Pleasure</b>—Child enjoys and engages in reading for fun most days of the week.</p>  |
|                 |                                      | <b>Positive Values</b>  | <p>26. <b>Caring</b>—Parent(s) tell the child it is important to help other people.</p> <p>27. <b>Equality and social justice</b>—Parent(s) tell the child it is important to speak up for equal rights for all people.</p> <p>28. <b>Integrity</b>—Parent(s) tell the child it is important to stand up for one's beliefs.</p> <p>29. <b>Honesty</b>—Parent(s) tell the child it is important to tell the truth.</p> <p>30. <b>Responsibility</b>—Parent(s) tell the child it is important to accept personal responsibility for behavior.</p> <p>31. <b>Healthy Lifestyle</b>—Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.</p>  |
|                 |                                      | <b>Social Competencies</b>  | <p>32. <b>Planning and decision making</b>—Child thinks about decisions and is usually happy with results of her or his decisions.</p> <p>33. <b>Interpersonal Competence</b>—Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.</p> <p>34. <b>Cultural Competence</b>—Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity.</p> <p>35. <b>Resistance skills</b>—Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.</p> <p>36. <b>Peaceful conflict resolution</b>—Child seeks to resolve conflict nonviolently.</p> |
|                 |                                      | <b>Positive Identity</b>  | <p>37. <b>Personal power</b>—Child feels he or she has some influence over things that happen in her or his life.</p> <p>38. <b>Self-esteem</b>—Child likes and is proud to be the person that he or she is.</p> <p>39. <b>Sense of purpose</b>—Child sometimes thinks about what life means and whether there is a purpose for her or his life.</p> <p>40. <b>Positive view of personal future</b>—Child is optimistic about her or his personal future.</p>   |

