



# 41 DEVELOPMENTAL ASSETS® FOR CHILDREN GRADES K-3 (AGES 5 TO 9)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets**®—that help young children grow up healthy, caring, and responsible.



## EXTERNAL ASSETS

### SUPPORT

- 1. Family support:** Family continues to be a consistent provider of love and support for the child's unique physical and emotional needs.
- 2. Positive family communication:** Parent(s) and child communicate openly, respectfully, and frequently, with child receiving praise for her or his efforts and accomplishments.
- 3. Other adult relationships:** Child receives support from adults other than his or her parent(s), with the child sometimes experiencing relationships with a nonparent adult.
- 4. Caring neighborhood:** Parent(s) and child experience friendly neighbors who affirm and support the child's growth and sense of belonging.
- 5. Caring school climate:** Child experiences warm, welcoming relationships with teachers, caregivers, and peers at school.
- 6. Parent involvement in schooling:** Parent(s) talk about the importance of education and are actively involved in the child's school success.

### EMPOWERMENT

- 7. Community values children:** Children are welcomed and included throughout community life.
- 8. Children as resources:** Child contributes to family decisions and has opportunities to participate in positive community events.
- 9. Service to others:** Child has opportunities to serve in the community with adult support and approval.
- 10. Safety:** Parents and community adults ensure the child's safety while keeping in mind her or his increasing independence.

### BOUNDARIES & EXPECTATIONS

- 11. Family boundaries:** The family maintains supervision of the child, has reasonable guidelines for behavior, and always knows where the child is.
- 12. School boundaries:** Schools have clear, consistent rules and consequences and use a positive approach to discipline.
- 13. Neighborhood boundaries:** Neighbors and friends' parents help monitor the child's behavior and provide feedback to the parent(s).
- 14. Adult role models:** Parent(s) and other adults model positive, responsible behavior and encourage the child to follow these examples.
- 15. Positive peer influence:** Parent(s) monitor the child's friends and encourage spending time with those who set good examples.
- 16. High expectations:** Parent(s), teachers, and other influential adults encourage the child to do his or her best in all tasks and celebrate their successes.

### CONSTRUCTIVE USE OF TIME

- 17. Creative activities:** Child participates weekly in music, dance, or other form of artistic expression outside of school.
- 18. Child programs:** Child participates weekly in at least one sport, club, or organization within the school or community.
- 19. Religious community:** Child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.
- 20. Time at home:** Child spends time at home playing and doing positive activities with the family.

## INTERNAL ASSETS

### COMMITMENT TO LEARNING

- 21. Achievement motivation:** Child is encouraged to remain curious and demonstrates an interest in doing well at school.
- 22. Learning engagement:** Child is enthused about learning and enjoys going to school.
- 23. Homework:** With appropriate parental support, child completes assigned homework.
- 24. Bonding to school:** Child is encouraged to have and feels a sense of belonging at school.
- 25. Reading for pleasure:** Child listens to and/or reads books outside of school daily.

### POSITIVE VALUES

- 26. Caring:** Parent(s) help child grow in empathy, understanding, and helping others.
- 27. Equality and social justice:** Parent(s) encourage child to be concerned about rules and being fair to everyone.
- 28. Integrity:** Parent(s) help child develop his or her own sense of right and wrong behavior.
- 29. Honesty:** Parent(s) encourage child's development in recognizing and telling the truth.
- 30. Responsibility:** Parent(s) encourage child to accept and take responsibility for her or his actions at school and at home.
- 31. Self-regulation:** Parents encourage child's growth in regulating his or her own emotions and behaviors and in understanding the importance of healthy habits and choices.

### SOCIAL COMPETENCIES

- 32. Planning and decision making:** Parent(s) help child think through and plan school and play activities.
- 33. Interpersonal competence:** Child seeks to build friendships and is learning about self-control.
- 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.
- 35. Resistance skills:** Child is learning to recognize risky or dangerous situations and is able to seek help from trusted adults.
- 36. Peaceful conflict resolution:** Child continues learning to resolve conflicts without hitting, throwing a tantrum, or using hurtful language.

### POSITIVE IDENTITY

- 37. Personal power:** Child has a growing sense of having influence over some of the things that happen in his or her life.
- 38. Self-esteem:** Child likes herself or himself and feels valued by others.
- 39. Sense of purpose:** Child welcomes new experiences and imagines what he or she might do or be in the future.
- 40. Positive view of personal future:** Child has a growing curiosity about the world and finding her or his place in it.
- 41. Positive cultural identity\*:** Child feels comfortable with and proud of his or her identities, including but not limited to disabilities, ethnicity, faith/religion, family status, gender, language, and sexual orientation.

\*Project Cornerstone established this asset through local community input.