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. **Religious 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 his or her 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.*