

## 40 DEVELOPMENTAL ASSETS

	<b>Asset Type</b>	<b>Asset Name and Definition</b>
<b>External Assets</b>	<b>Support</b>	1. <b>Family Support</b> - Family life provides high levels of love and support.
		2. <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).
		3. <b>Other Adult Relationships</b> - Young person receives support from three or more nonparent adults.
		4. <b>Caring Neighborhood</b> - Young person experiences caring neighbors.
		5. <b>Caring School Climate</b> - School provides a caring, encouraging environment.
		6. <b>Parent Involvement in Schooling</b> - Parent(s) are actively involved in helping young person succeed in school.
	<b>Empowerment</b>	7. <b>Community Values Youth</b> - Young person perceives that adults in the community value youth.
		8. <b>Youth as Resources</b> - Young people are given useful roles in the community.
		9. <b>Service to Others</b> - Young person serves in the community one hour or more per week.
		10. <b>Safety</b> - Young person feels safe at home, at school, and in the neighborhood.
	<b>Boundaries &amp; Expectations</b>	11. <b>Family Boundaries</b> - Family has clear rules and consequences and monitors the young person's whereabouts.
		12. <b>School Boundaries</b> - School provides clear rules and consequences.
		13. <b>Neighborhood Boundaries</b> - Neighbors take responsibility for monitoring young people's behavior.
		14. <b>Adult Role Models</b> - Parent(s) and other adults model positive, responsible behavior.
		15. <b>Positive Peer Influence</b> - Young person's best friends model responsible behavior.
		16. <b>High Expectations</b> - Both parent(s) and teachers encourage the young person to do well.
	<b>Constructive Use of Time</b>	17. <b>Creative Activities</b> - Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
		18. <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.
		19. <b>Religious Community</b> - Young person spends one or more hours per week in activities in a religious institution.
		20. <b>Time at Home</b> - Young person is out with friends "with nothing special to do" two or fewer nights per week.
<b>Internal Assets</b>	<b>Commitment to Learning</b>	21. <b>Achievement Motivation</b> - Young person is motivated to do well in school.
		22. <b>School Engagement</b> - Young person is actively engaged in learning.
		23. <b>Homework</b> - Young person reports doing at least one hour of homework every school day.
		24. <b>Bonding to School</b> - Young person cares about her or his school.
		25. <b>Reading for Pleasure</b> - Young person reads for pleasure three or more hours per week.
	<b>Positive Values</b>	26. <b>Caring</b> - Young person places high value on helping other people.
		27. <b>Equality and Social Justice</b> - Young person places high value on promoting equality and reducing hunger and poverty.
		28. <b>Integrity</b> - Young person acts on convictions and stands up for her or his beliefs.
		29. <b>Honesty</b> - Young person "tells the truth even when it is not easy."
		30. <b>Responsibility</b> - Young person accepts and takes personal responsibility.
		31. <b>Restraint</b> - Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	<b>Social Competencies</b>	32. <b>Planning and Decision Making</b> - Young person knows how to plan ahead and make choices.
		33. <b>Interpersonal Competence</b> - Young person has empathy, sensitivity, and friendship skills.
		34. <b>Cultural Competence</b> - Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. <b>Resistance Skills</b> - Young person can resist negative peer pressure and dangerous situations.		
36. <b>Peaceful Conflict Resolution</b> - Young person seeks to resolve conflict nonviolently.		
<b>Positive Identity</b>	37. <b>Personal Power</b> - Young person feels he or she has control over "things that happen to me."	
	38. <b>Self-Esteem</b> - Young person reports having a high self-esteem.	
	39. <b>Sense of Purpose</b> - Young person reports that "my life has a purpose."	
	40. <b>Positive View of Personal Future</b> - Young person is optimistic about her or his personal future.	