

# 40 DEVELOPMENTAL ASSETS

This chart shows eight areas of human development and groups the 40 Developmental Assets® by these categories. The percentages of young people who report experiencing each asset were gathered in 2010 from the administration of the *Search Institute Profiles of Student Life: Attitudes and Behaviors* survey of almost 90,000 youth.

asset type	asset name and definition	
EXTERNAL ASSETS	<b>SUPPORT</b>	
	1. <b>FAMILY SUPPORT</b> — Family life provides high levels of love and support.	72%
	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).	32%
	3. <b>OTHER ADULT RELATIONSHIPS</b> — Young person receives support from three or more nonparent adults.	50%
	4. <b>CARING NEIGHBORHOOD</b> — Young person experiences caring neighbors.	40%
	5. <b>CARING SCHOOL CLIMATE</b> — School provides a caring, encouraging environment.	35%
	6. <b>PARENT INVOLVEMENT IN SCHOOLING</b> — Parent(s) are actively involved in helping young person succeed in school.	33%
	<b>EMPOWERMENT</b>	
	7. <b>COMMUNITY VALUES YOUTH</b> — Young person perceives that adults in the community value youth.	25%
	8. <b>YOUTH AS RESOURCES</b> — Young people are given useful roles in the community.	32%
9. <b>SERVICE TO OTHERS</b> — Young person serves in the community one hour or more per week.	50%	
10. <b>SAFETY</b> — Young person feels safe at home, at school, and in the neighborhood.	54%	
EXTERNAL ASSETS	<b>BOUNDARIES &amp; EXPECTATIONS</b>	
	11. <b>FAMILY BOUNDARIES</b> — Family has clear rules and consequences and monitors the young person's whereabouts.	47%
	12. <b>SCHOOL BOUNDARIES</b> — School provides clear rules and consequences.	56%
	13. <b>NEIGHBORHOOD BOUNDARIES</b> — Neighbors take responsibility for monitoring young people's behavior.	48%
	14. <b>ADULT ROLE MODELS</b> — Parent(s) and other adults model positive, responsible behavior.	28%
	15. <b>POSITIVE PEER INFLUENCE</b> — Young person's best friends model responsible behavior.	68%
16. <b>HIGH EXPECTATIONS</b> — Both parent(s) and teachers encourage the young person to do well.	55%	
EXTERNAL ASSETS	<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.	20%
	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.	61%
	19. <b>RELIGIOUS COMMUNITY</b> — Young person spends one or more hours per week in activities in a religious institution.	51%
20. <b>TIME AT HOME</b> — Young person is out with friends "with nothing special to do" two or fewer nights per week.	56%	
INTERNAL ASSETS	<b>COMMITMENT TO LEARNING</b>	
	21. <b>ACHIEVEMENT MOTIVATION</b> — Young person is motivated to do well in school.	71%
	22. <b>SCHOOL ENGAGEMENT</b> — Young person is actively engaged in learning.	62%
	23. <b>HOMEWORK</b> — Young person reports doing at least one hour of homework every school day.	53%
	24. <b>BONDING TO SCHOOL</b> — Young person cares about her or his school.	64%
25. <b>READING FOR PLEASURE</b> — Young person reads for pleasure three or more hours per week.	23%	
INTERNAL ASSETS	<b>POSITIVE VALUES</b>	
	26. <b>CARING</b> — Young person places high value on helping other people.	52%
	27. <b>EQUALITY AND SOCIAL JUSTICE</b> — Young person places high value on promoting equality and reducing hunger and poverty.	54%
	28. <b>INTEGRITY</b> — Young person acts on convictions and stands up for her or his beliefs.	71%
	29. <b>HONESTY</b> — Young person "tells the truth even when it is not easy."	69%
	30. <b>RESPONSIBILITY</b> — Young person accepts and takes personal responsibility.	67%
31. <b>RESTRAINT</b> — Young person believes it is important not to be sexually active or to use alcohol or other drugs.	47%	
INTERNAL ASSETS	<b>SOCIAL COMPETENCIES</b>	
	32. <b>PLANNING AND DECISION MAKING</b> — Young person knows how to plan ahead and make choices.	33%
	33. <b>INTERPERSONAL COMPETENCE</b> — Young person has empathy, sensitivity, and friendship skills.	48%
	34. <b>CULTURAL COMPETENCE</b> — Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	42%
	35. <b>RESISTANCE SKILLS</b> — Young person can resist negative peer pressure and dangerous situations.	45%
36. <b>PEACEFUL CONFLICT RESOLUTION</b> — Young person seeks to resolve conflict nonviolently.	44%	
INTERNAL ASSETS	<b>POSITIVE IDENTITY</b>	
	37. <b>PERSONAL POWER</b> — Young person feels he or she has control over "things that happen to me."	45%
	38. <b>SELF-ESTEEM</b> — Young person reports having a high self-esteem.	52%
	39. <b>SENSE OF PURPOSE</b> — Young person reports that "my life has a purpose."	63%
40. <b>POSITIVE VIEW OF PERSONAL FUTURE</b> — Young person is optimistic about her or his personal future.	75%	

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# THE **POWER** OF ASSETS

On one level, the 40 Developmental Assets represent common wisdom about the kinds of positive experiences and characteristics that young people need and deserve. But their value extends further. Surveys of over 89,000 students in grades 6–12 (ages approximately 11–18 years) reveal that assets are powerful influences on adolescent behavior. Regardless of gender, ethnic heritage, economic situation, or geographic location, these assets both promote positive behaviors and attitudes and help protect young people from many different problem behaviors.

**0–10** assets

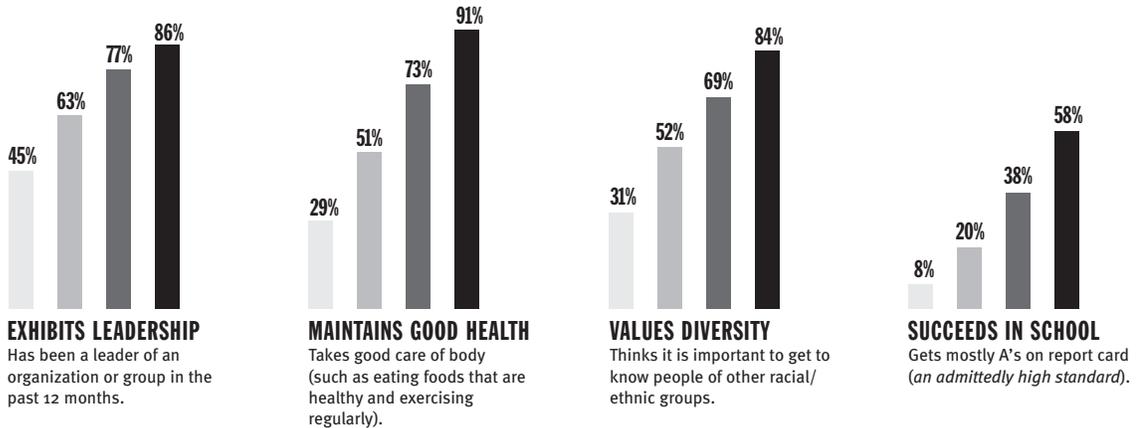
**11–20** assets

**21–30** assets

**31–40** assets

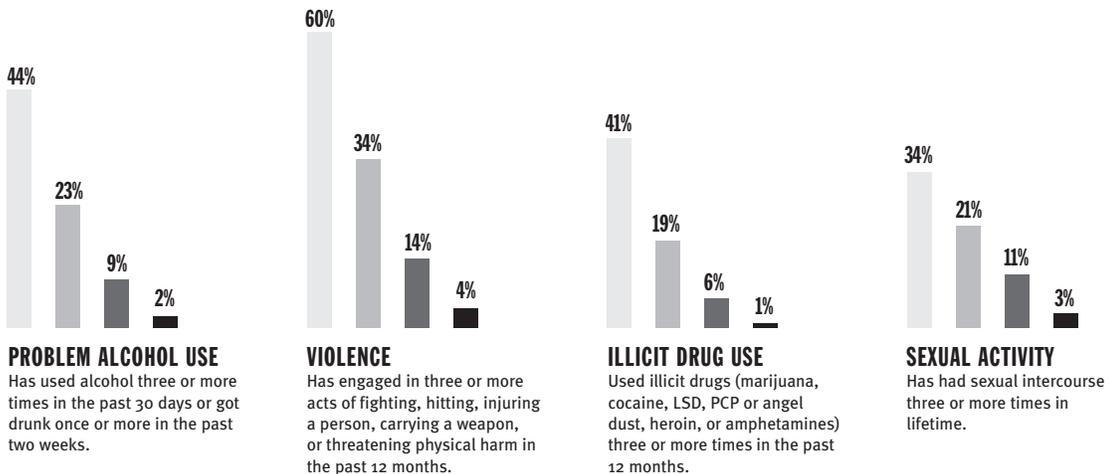
## PROMOTING POSITIVE BEHAVIORS AND ATTITUDES

Our research shows that the more assets students report having, the more likely they are to also report the following patterns of thriving behavior:



## PROTECTING YOUTH FROM HIGH-RISK BEHAVIORS

Assets not only promote positive behaviors, they also protect young people: The more assets a young person reports having, the less likely he or she is to make harmful or unhealthy choices. (Note that these definitions are set rather high, suggesting ongoing problems, not experimentation.)



For more information go to [www.searchinstitute.org](http://www.searchinstitute.org): *A Fragile Foundation: The State of Developmental Assets among American Youth*, available as a download; and *Developmental Assets: A Synthesis of the Scientific Research on Adolescent Development*, available as a printed book.