



# 41 DEVELOPMENTAL ASSETS® FOR MIDDLE CHILDHOOD (AGES 8 TO 12)

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 life provides high levels of love and support.
- 2. **Positive family communication:** Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).
- 3. **Other adult relationships:** Child receives support from adults other than her or his parent(s).
- 4. **Caring neighborhood:** Child experiences caring neighbors.
- 5. **Caring school climate:** Relationships with teachers and peers provide a caring, encouraging environment.
- 6. **Parent involvement in schooling:** Parent(s) are actively involved in helping the child succeed in school.

### EMPOWERMENT

- 7. **Community values youth:** Child feels valued and appreciated by adults in the community.
- 8. **Children as resources:** Child is included in decisions at home and in the community.
- 9. **Service to others:** Child has opportunities to help others in the community.
- 10. **Safety:** Child feels safe at home, at school, and in his or her neighborhood.

### BOUNDARIES & EXPECTATIONS

- 11. **Family boundaries:** Family has clear and consistent rules and consequences and monitors the child's whereabouts.
- 12. **School boundaries:** School provides clear rules and consequences.
- 13. **Neighborhood boundaries:** Neighbors take responsibility for monitoring the child's behavior.
- 14. **Adult role models:** Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.
- 15. **Positive peer influence:** Child's closest friends model positive, responsible behavior.
- 16. **High expectations:** Parent(s) and teachers expect the child to do her or his best at school and in other activities.

### CONSTRUCTIVE USE OF TIME

- 17. **Creative activities:** Child participates in music, art, drama, or creative writing two or more times per week.
- 18. **Child programs:** Child participates two or more times per week in co-curricular school activities or structured community programs for children.
- 19. **Religious community:** Child attends religious programs or services one or more times per week.
- 20. **Time at home:** 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.

## INTERNAL ASSETS

### COMMITMENT TO LEARNING

- 21. **Achievement motivation:** Child is motivated and strives to do well in school.
- 22. **Learning engagement:** Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.
- 23. **Homework:** Child usually hands in homework on time.
- 24. **Bonding to school:** Child cares about teachers and other adults at school.
- 25. **Reading for pleasure:** Child enjoys and engages in reading for fun most days of the week.

### POSITIVE VALUES

- 26. **Caring:** Parent(s) tell the child it is important to help other people.
- 27. **Equality and social justice:** Parent(s) tell the child it is important to speak up for equal rights for all people.
- 28. **Integrity:** Parent(s) tell the child it is important to stand up for one's beliefs.
- 29. **Honesty:** Parent(s) tell the child it is important to tell the truth.
- 30. **Responsibility:** Parent(s) tell the child it is important to accept personal responsibility for behavior.
- 31. **Healthy lifestyle:** Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.

### SOCIAL COMPETENCIES

- 32. **Planning and decision making:** Child thinks about decisions and is usually happy with results of his or her decisions.
- 33. **Interpersonal competence:** 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.
- 34. **Cultural competence:** Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with his or her own cultural identity.
- 35. **Resistance skills:** 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.
- 36. **Peaceful conflict resolution:** Child seeks to resolve conflict nonviolently.

### POSITIVE IDENTITY

- 37. **Personal power:** Child feels he or she has some influence over things that happen in his or her life.
- 38. **Self-esteem:** Child likes and is proud to be the person that she or he is.
- 39. **Sense of purpose:** Child sometimes thinks about what life means and whether there is a purpose for his or her life.
- 40. **Positive view of personal future:** Child is optimistic about her or his personal future.
- 41. **Positive cultural identity\*:** Youth feels comfortable with and proud of their identity, including but not limited to ability status, body size, ethnicity, faith/religion, family status, gender, gender expression, gender identity, immigration status, language, race, and sexual orientation.

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