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, with 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*: 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.