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 stand 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.*