

Developmental Assets® for Children Grades K–3 (ages 5–9)

Search Institute® has identified the following building blocks of healthy development—known as Developmental Assets®—that help young people 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**—Parenting adults and children communicate openly, respectfully, and frequently, with children receiving praise for their efforts and accomplishments.
3. **Other adult relationships**—Children receive support from adults beyond their families, with children sometimes forming ongoing relationships with a nonparent adult.
4. **Caring neighborhood**—Families and children experience friendly neighbors who affirm and support children's growth and sense of belonging.
5. **Caring school climate**—Children experience warm, welcoming relationships with teachers, peers, and others at school.
6. **Family-school partnerships**—Families and schools work together to ensure that children are successful in learning.

EMPOWERMENT

7. **Community values children**—Children are welcomed and included throughout community life.
8. **Children as resources**—Children contribute to family decisions and have opportunities to participate in positive community events.
9. **Service to others**—Children have opportunities to serve in the community with adult support and approval.
10. **Safety**—Parenting adults and community adults ensure the child's safety while keeping in mind their increasing independence.

BOUNDARIES AND EXPECTATIONS

11. **Family boundaries**—Families have reasonable guidelines for children's behavior and always know where the child is.
12. **School boundaries**—Schools have clear, consistent, and fair rules, and they use positive approaches to discipline.
13. **Neighborhood boundaries**—Neighbors and friends' families help monitor children's behaviors and give feedback to their families.
14. **Adult role models**—Parenting adults and others model positive, responsible behavior and encourage children to follow these examples.
15. **Positive peer influence**—Parenting adults monitor their children's friends and encourage children to spend time with those who set good examples.
16. **High expectations**—Parenting adults, teachers, and other influential adults encourage children to do their best in all tasks and to celebrate their successes.

CONSTRUCTIVE USE OF TIME

17. **Creative activities**—Children participate weekly in music, dance, or other creative activities and play outside of school.
18. **Child programs**—Children participate weekly in at least one sport, club, or organization in the school or community.
19. **Religious or spiritual community**—Children participate in activities or programs with positive peers and adults in a religious or spiritual organization one or more times per week.
20. **Time at home**—Children spend time at home playing and doing positive activities with their families.

19. **Religious or spiritual community**— Children participate in age-appropriate activities or programs with positive peers and adults in a religious or spiritual organization one or more times per week.
20. **Time at home**—Children spend most of their time at home participating in family activities and play, with parenting adults guiding and limiting screen time.

INTERNAL ASSETS

COMMITMENT TO LEARNING

21. **Motivation to mastery**—Children respond to new experiences with curiosity and energy, resulting in the pleasure of developing new learning and skills.
22. **Engagement in learning experiences**—Children fully participate in a variety of learning activities.
23. **Home-program connections**—Children experience security, consistency, and connections between home and out-of-home care programs and learning activities.
24. **Bonding to programs**—Children form meaningful connections with out-of-home care and education programs.
25. **Early literacy**—Children enjoy adults reading to them, looking at and handling books, playing different media, and exploring pictures, letters, and numbers.

POSITIVE VALUES

26. **Caring**—Children begin to show empathy, understanding, and awareness of others' feelings.
27. **Equality and social justice**—Children begin to show concern for people who are excluded from play and other activities or are not treated fairly because they are different.
28. **Integrity**—Children begins to express their views appropriately and to stand up for a growing sense of what is fair.
29. **Honesty**—Children begins to understand the difference between truth and lies, and are truthful to the extent of their understanding.
30. **Responsibility**—Children begin to follow through on simple tasks to take care of themselves and to help others.
31. **Self-regulation**—Children increasingly can identify and manage their behaviors in healthy ways, using adult support in particularly stressful situations.

SOCIAL COMPETENCIES

32. **Planning and decision making**—Children begin to plan for the immediate future, choosing from among several options and trying to solve problems.
33. **Interpersonal skills**—Children cooperate, share, play harmoniously, and comfort others in distress.
34. **Cultural awareness and sensitivity**—Children begin to learn about their own cultural identity and to show acceptance of people who are racially, physically, culturally, ethnically or otherwise different from them.
35. **Resistance skills**—Children begin to sense danger accurately and to seek help from trusted adults.
36. **Peaceful conflict resolution**—Children begins to compromise and resolve conflicts without being physically aggressive or using hurtful language.

POSITIVE IDENTITY

37. **Personal power**—Children make choices that give them a sense of having some influence over things that happen in their lives.
38. **Self-esteem**—Children like themselves and have a growing sense of being valued by others.
39. **Sense of purpose**—Children look forward to new opportunities, experiences, and milestones as they grow up.
40. **Positive view of personal future**—Children find the world interesting and enjoyable, and they feel that they have a positive place in it.