

40 Developmental Assets Definitions

SUPPORT

1. **Family Support** | Family life provides high levels of love and support.
2. **Positive Family Communication** | Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.
3. **Other Adult Relationships** | Young person receives support from three or more nonparent adults.
4. **Caring Neighborhood** | Young person experiences caring neighbors.
5. **Caring School Climate** | School provides a caring, encouraging environment.
6. **Parent Involvement in Schooling** | Parent(s) are actively involved in helping the child succeed in school.

EMPOWERMENT

1. **Community Values Youth** | Young person perceives that adults in the community value youth.
2. **Youth as Resources** | Young people are given useful roles in the community.
3. **Service to Others** | Young person serves in the community one hour or more per week.
4. **Safety** | Young person feels safe at home, school, and in the neighborhood.

BOUNDARIES AND EXPECTATIONS

1. **Family Boundaries** | Family has clear rules and consequences and monitors the young person's whereabouts.
2. **School Boundaries** | School provides clear rules and consequences.
3. **Neighborhood Boundaries** | Neighbors take responsibility for monitoring young people's behavior.
4. **Adult Role Models** | Parent(s) and other adults model positive, responsible behavior.
5. **Positive Peer Influence** | Young person's best friends model responsible behavior.
6. **High Expectations** | Both parent(s) and teachers encourage the young person to do well.

CONSTRUCTIVE USE OF TIME

1. **Creative Activities** | Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
2. **Youth Programs** | Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
3. **Religious Community** | Young person spends one hour or more per week in activities in a religious institution.
4. **Time at Home** | Young person is out with friends "with nothing special to do" two or fewer nights per week.

COMMITMENT TO LEARNING

1. **Achievement Motivation** | Young person is motivated to do well in school.
2. **School Engagement** | Young person is actively engaged in learning.
3. **Homework** | Young person reports doing at least one hour of homework every school day.
4. **Bonding to School** | Young person cares about her or his school
5. **Reading for Pleasure** | Young person reads for pleasure three or more hours per week.

POSITIVE VALUES

1. **Caring** | Young Person places high value on helping other people.
2. **Equality and Social Justice** | Young person places high value on promoting equality and reducing hunger and poverty.
3. **Integrity** | Young person acts on convictions and stands up for her or his beliefs.
4. **Honesty** | Young person "tells the truth even when it is not easy."
5. **Responsibility** | Young person accepts and takes personal responsibility.
6. **Restraint** | Young person believes it is important not to be sexually active or to use alcohol or other drugs.

SOCIAL COMPETENCIES

1. **Planning and Decision Making** | Young person knows how to plan ahead and make choices.
2. **Interpersonal Competence** | Young person has empathy, sensitivity, and friendship skills.
3. **Cultural Competence** | Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
4. **Resistance Skills** | Young person can resist negative peer pressure and dangerous situations.
6. **Peaceful Conflict Resolution** | Young person seeks to resolve conflict nonviolently.

POSITIVE IDENTITY

1. **Personal Power** | Young person feels he or she has control over "things that happen to me."
2. **Self-Esteem** | Young person reports having a high self-esteem.
3. **Sense of Purpose** | Young person reports that "my life has a purpose."
4. **Positive View of Personal Future** | Young person is optimistic about her or his personal future.