

DEVELOPMENTAL ASSETS

This chart shows eight areas of human development and groups the 40 Developmental Assets® by these categories. The percentages of young people who report experiencing each asset were gathered between June 2012 and May 2015 from the administration of the Search Institute *Profiles of Student Life: Attitudes and Behaviors* survey in schools and communities across the United States.

asset type

asset name and definition

SUPPORT



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| 1. FAMILY SUPPORT — Family life provides high levels of love and support. | 73% |
| 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 parent(s). | 33% |
| 3. OTHER ADULT RELATIONSHIPS — Young person receives support from three or more nonparent adults. | 52% |
| 4. CARING NEIGHBORHOOD — Young person experiences caring neighbors. | 38% |
| 5. CARING SCHOOL CLIMATE — School provides a caring, encouraging environment. | 37% |
| 6. PARENT INVOLVEMENT IN SCHOOLING — Parent(s) are actively involved in helping young person succeed in school. | 32% |

EMPOWERMENT



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| 7. COMMUNITY VALUES YOUTH — Young person perceives that adults in the community value youth. | 25% |
| 8. YOUTH AS RESOURCES — Young people are given useful roles in the community. | 32% |
| 9. SERVICE TO OTHERS — Young person serves in the community one hour or more per week. | 52% |
| 10. SAFETY — Young person feels safe at home, at school, and in the neighborhood. | 53% |

BOUNDARIES & EXPECTATIONS



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| 11. FAMILY BOUNDARIES — Family has clear rules and consequences and monitors the young person's whereabouts. | 46% |
| 12. SCHOOL BOUNDARIES — School provides clear rules and consequences. | 57% |
| 13. NEIGHBORHOOD BOUNDARIES — Neighbors take responsibility for monitoring young people's behavior. | 46% |
| 14. ADULT ROLE MODELS — Parent(s) and other adults model positive, responsible behavior. | 32% |
| 15. POSITIVE PEER INFLUENCE — Young person's best friends model responsible behavior. | 72% |
| 16. HIGH EXPECTATIONS — Both parent(s) and teachers encourage the young person to do well. | 57% |

CONSTRUCTIVE USE OF TIME



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| 17. CREATIVE ACTIVITIES — Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. | 20% |
| 18. YOUTH PROGRAMS — Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. | 65% |
| 19. RELIGIOUS COMMUNITY — Young person spends one or more hours per week in activities in a religious institution. | 49% |
| 20. TIME AT HOME — Young person is out with friends “with nothing special to do” two or fewer nights per week. | 64% |

COMMITMENT TO LEARNING



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| 21. ACHIEVEMENT MOTIVATION — Young person is motivated to do well in school. | 75% |
| 22. SCHOOL ENGAGEMENT — Young person is actively engaged in learning. | 63% |
| 23. HOMEWORK — Young person reports doing at least one hour of homework every school day. | 54% |
| 24. BONDING TO SCHOOL — Young person cares about her or his school. | 64% |
| 25. READING FOR PLEASURE — Young person reads for pleasure three or more hours per week. | 22% |

POSITIVE VALUES



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| 26. CARING — Young person places high value on helping other people. | 58% |
| 27. EQUALITY AND SOCIAL JUSTICE — Young person places high value on promoting equality and reducing hunger and poverty. | 60% |
| 28. INTEGRITY — Young person acts on convictions and stands up for her or his beliefs. | 75% |
| 29. HONESTY — Young person “tells the truth even when it is not easy.” | 71% |
| 30. RESPONSIBILITY — Young person accepts and takes personal responsibility. | 70% |
| 31. RESTRAINT — Young person believes it is important not to be sexually active or to use alcohol or other drugs. | 47% |

SOCIAL COMPETENCIES



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| 32. PLANNING AND DECISION MAKING — Young person knows how to plan ahead and make choices. | 36% |
| 33. INTERPERSONAL COMPETENCE — Young person has empathy, sensitivity, and friendship skills. | 48% |
| 34. CULTURAL COMPETENCE — Young person has knowledge of and comfort with people of different cultural/ racial/ ethnic backgrounds. | 45% |
| 35. RESISTANCE SKILLS — Young person can resist negative peer pressure and dangerous situations. | 48% |
| 36. PEACEFUL CONFLICT RESOLUTION — Young person seeks to resolve conflict nonviolently. | 49% |

POSITIVE IDENTITY



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| 37. PERSONAL POWER — Young person feels he or she has control over “things that happen to me.” | 44% |
| 38. SELF-ESTEEM — Young person reports having a high self-esteem. | 49% |
| 39. SENSE OF PURPOSE — Young person reports that “my life has a purpose.” | 61% |
| 40. POSITIVE VIEW OF PERSONAL FUTURE — Young person is optimistic about her or his personal future. | 73% |

EXTERNAL ASSETS

INTERNAL ASSETS