

# 40 Developmental Assets for Adolescents

## EXTERNAL ASSETS

| <b>Asset Type</b>                  | <b>#</b> | <b>Asset Name</b>                      | <b>Asset Definition</b>  |
|------------------------------------|----------|--|--|
| <b>Support</b>                     | 1        | <b>Family support</b>                  | Family life provides high levels of love and support.  |
|                                    | 2        | <b>Positive family communication</b>   | Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s). |
|                                    | 3        | <b>Other adult relationships</b>       | Young person receives support from three or more nonparent adults.   |
|                                    | 4        | <b>Caring neighborhood</b>             | Young person experiences caring neighbors.   |
|                                    | 5        | <b>Caring school climate</b>           | School provides a caring, encouraging environment.   |
|                                    | 6        | <b>Parent involvement in schooling</b> | Parent(s) are actively involved in helping young person succeed in school.   |
| <b>Empowerment</b>                 | 7        | <b>Community values youth</b>          | Young person perceives that adults in the community value youth.   |
|                                    | 8        | <b>Youth as resources</b>              | Young person are given useful roles in the community.  |
|                                    | 9        | <b>Service to others</b>               | Young person serves in the community one hour or more per week.  |
|                                    | 10       | <b>Safety</b>                          | Young person feels safe at home, at school, and in the neighborhood.   |
| <b>Boundaries and Expectations</b> | 11       | <b>Family boundaries</b>               | Family has clear rules and consequences, and monitors the young person's whereabouts.  |
|                                    | 12       | <b>School boundaries</b>               | School provides clear rules and consequences.  |
|                                    | 13       | <b>Neighborhood boundaries</b>         | Neighbors take responsibility for monitoring young people's behavior.  |
|                                    | 14       | <b>Adult role models</b>               | Parent(s) and other adults model positive, responsible behavior.   |
|                                    | 15       | <b>Positive peer influence</b>         | Young person's best friends model responsible behavior.  |
|                                    | 16       | <b>High expectations</b>               | Both parent(s) and teachers encourage the young person to do well.   |
| <b>Constructive Use of Time</b>    | 17       | <b>Creative activities</b>             | Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.                            |
|                                    | 18       | <b>Youth programs</b>                  | Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.     |
|                                    | 19       | <b>Religious community</b>             | Young person spends one hour or more per week in activities in a religious institution.  |
|                                    | 20       | <b>Time at home</b>                    | Young person is out with friends "with nothing special to do" two or fewer nights per week.  |

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## INTERNAL ASSETS

| <b>Asset Type</b>             | <b>#</b> | <b>Asset Name</b>                       | <b>Asset Definition</b>  |
|-------------------------------|----------|---|--|
| <b>Commitment to Learning</b> | 21       | <b>Achievement motivation</b>           | Young person is motivated to do well in school.  |
|                               | 22       | <b>School engagement</b>                | Young person is actively engaged in learning.  |
|                               | 23       | <b>Homework</b>                         | Young person reports doing at least one hour of homework every school day.                             |
|                               | 24       | <b>Bonding to school</b>                | Young person cares about her or his school.  |
|                               | 25       | <b>Reading for pleasure</b>             | Young person reads for pleasure three or more hours per week.  |
| <b>Positive Values</b>        | 26       | <b>Caring</b>                           | Young person places high value on helping other people.  |
|                               | 27       | <b>Equality and social justice</b>      | Young person places high value on promoting equality and reducing hunger and poverty.                  |
|                               | 28       | <b>Integrity</b>                        | Young person acts on convictions and stands up for her or his beliefs.                                 |
|                               | 29       | <b>Honesty</b>                          | Young person "tells the truth even when it is not easy."   |
|                               | 30       | <b>Responsibility</b>                   | Young person accepts and takes personal responsibility.  |
|                               | 31       | <b>Restraint</b>                        | Young person believes it is important not to be sexually active or to use alcohol or other drugs.      |
| <b>Social Competencies</b>    | 32       | <b>Planning and decision making</b>     | Young person knows how to plan ahead and make choices.   |
|                               | 33       | <b>Interpersonal competence</b>         | Young person has empathy, sensitivity, and friendship skills.  |
|                               | 34       | <b>Cultural competence</b>              | Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. |
|                               | 35       | <b>Resistance skills</b>                | Young person can resist negative peer pressure and dangerous situations.                               |
|                               | 36       | <b>Peaceful conflict resolution</b>     | Young person seeks to resolve conflict nonviolently.   |
| <b>Positive Identity</b>      | 37       | <b>Personal power</b>                   | Young person feels he or she has control over "things that happen to me."                              |
|                               | 38       | <b>Self-esteem</b>                      | Young person reports having a high self-esteem.  |
|                               | 39       | <b>Sense of purpose</b>                 | Young person reports that "my life has a purpose."   |
|                               | 40       | <b>Positive view of personal future</b> | Young person is optimistic about her or his personal future.   |