

40 Developmental Assets Chart

	Category	#	Definition
E x t e r n a l A s s e t s	Support	1	Family support - Family life provides high levels of love and support
		2	Positive family communication - Young person and his/her parent(s) communicate positively and young person is willing to seek advice and counsel from parents(s)
		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 young person succeed in school
	Empowerment	7	Community values youth - Young person perceives that adults in the community value youth
		8	Youth as resources - Young people are given useful roles in the community.
		9	Service to others - Young person serves in the community one hour or more a week
		10	Safety - Young person feels safe at home, at school, and in the neighborhood
	Boundaries and Expectations	11	Family boundaries - Family has clear rules and consequences, and monitors the young person's whereabouts
		12	School boundaries - School provides clear rules and consequences
		13	Neighborhood boundaries - Neighbors take responsibility for monitoring young people's behavior
		14	Adult role models - Parent(s) and other adults model positive, responsible behaviors
		15	Positive peer influence - Young person's best friends model responsible behavior
		16	High expectations - Both parent(s) and teachers encourage the young person to do well
	Constructive use of time	17	Creative activities - Young person spends three or more hours per week in lessons or practice in music, theatre, or other arts
		18	Youth programs - Young person spends three or more hours per week in sports, clubs or organizations at school and/or in the community.
		19	Religious community - Young person spends one or more hours per week in activities in a religious institution.
		20	Time at home - Young person is out with friends "with nothing special to do" two or fewer nights per week

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