

40 Developmental Assets for Elementary-Age Children

Search Institute has identified a framework of 40 developmental assets for children ages 6 to 11 that blends Search Institute's research on developmental assets for 12- to 18-year-olds with the extensive literature in child development.

	CATEGORY	ASSET NAME AND DEFINITION
EXTERNAL ASSETS	Support	<ol style="list-style-type: none"> Family support – Family life provides high levels of love and support. Positive family communication – Parent(s) and child communicate positively. Child is willing to seek parent(s) advice and counsel. Other adult relationships – Child receives support from nonparent adults. Caring neighborhood – Child experiences caring neighbors. Caring school climate – School provides a caring, encouraging environment. Parent involvement in schooling – Parent(s) are actively involved in helping child succeed in school.
	Empowerment	<ol style="list-style-type: none"> Community values children – Children feel that the community values and appreciates children. Children given useful roles – Child is included in family decisions and is given useful roles at home and in the community. Service to others – Child and parent(s) serve others and the community. Safety – Child is safe at home, at school, and in the neighborhood.
	Boundaries & Expectations	<ol style="list-style-type: none"> Family boundaries – Family has clear rules and consequences and monitors the child's whereabouts. School boundaries – School provides clear rules and consequences. Neighborhood boundaries – Neighbors take responsibility for monitoring the child's behavior. Adult role models – Parent(s) and other adults model positive, responsible behavior. Positive peer interactions – Child plays with children who model positive, responsible behavior. Expectations for growth – Adults have realistic expectations of development at this age. Parent(s), caregivers, and other adults encourage child to achieve and develop his or her unique talents.
	Constructive Use of Time	<ol style="list-style-type: none"> Creative activities – Child participates in music, arts, or drama, three hours or more each week through home and out-of-home activities. Child programs – Child spends one hour or more per week in extracurricular school or structured community programs. Religious community – Family attends religious programs or services for at least one hour once a week. Positive, supervised time at home – Child spends most evenings and weekends at home with parent(s) in predictable and enjoyable routines.
INTERNAL ASSETS	Commitment To Learning	<ol style="list-style-type: none"> Achievement motivation – Child is motivated to do well in school. School engagement – Child is responsive, attentive, and actively engaged in learning. Homework – Child does homework when it is assigned. Bonding to school – Child cares about her or his school. Reading for pleasure – Child and a caring adult read together for at least 30 minutes a day. Child also enjoys reading without an adult's involvement.
	Positive Values	<ol style="list-style-type: none"> Caring – Child is encouraged to help other and to share his or her possessions. Equality and social justice – Child begins to show interest in making the community a better place. Integrity – Child begins to act on convictions and stand up for her or his beliefs. Honesty – Child begins to value honesty and act accordingly. Responsibility – Child begins to accept and take personal responsibility for age-appropriate behaviors. Healthy lifestyle and sexual attitudes – Child begins to value good health habits. Child learns healthy sexual attitudes and beliefs and to respect others.
	Social Competencies	<ol style="list-style-type: none"> Planning and decision-making – Child learns beginning skills of how to plan ahead and makes decisions at an appropriate developmental level. Interpersonal competence – Child interacts with adults and children and can make friends. Child expresses and articulates feelings in appropriate ways and empathizes with others. Cultural competence – Child has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. Resistance skills – Child begins to develop the ability to resist negative peer pressure and dangerous situations. Peaceful conflict resolution – Child attempts to resolve conflict nonviolently.
	Positive Identity	<ol style="list-style-type: none"> Personal power – Child begins to feel he or she has control over “things that happen to me.” Child begins to manage life's frustrations and challenges in ways that have positive results for the child and others. Self-esteem – Child reports having high self-esteem. Sense of purpose – Child reports that “my life has a purpose.” Positive view of the future – Child is optimistic about her or his personal future.

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