

40 Developmental Assets for Adolescents (AGES 12-18)

EXTERNAL ASSETS
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 relations—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 people are given useful roles in the community.
10 . Safety—Young person feels safe at home, school, and in the neighborhood.
Boundaries And Expectations
11 . Family boundaries—Family has clear rules and consequences, and monitors young people'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 behavior.
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, theater, or other arts.
18 . Youth programs—Young person spends three hours or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
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 a week.

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 her or his school.
- 25 . Reading for pleasure—Young person reads for pleasure three or more hours per week.

Positive Values

- 26 . Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.
- 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 non-violently.

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 “my life has a purpose.”
- 40 . Positive view of personal future—Young person is optimistic about her or his personal future.