

## The 40 Developmental Assets for Adolescents

<b>Asset Type</b>	<b>Asset Name &amp; Definition</b>
<b>EXTERNAL ASSETS</b> <b>Support</b>	<b>Family support</b> Family life provides high levels of love and support.
	<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).
	<b>Other adult relationships</b> Young person receives support from three or more nonparent adults.
	<b>Caring neighborhood</b> Young person experiences caring neighbors.
	<b>Caring school climate</b> School provides a caring, encouraging environment.
	<b>Parent involvement in schooling</b> Parent(s) are actively involved in helping young person succeed in school.
<b>Empowerment</b>	<b>Community values youth</b> Young person perceives that adults in the community value youth.
	<b>Youth as resources</b> Young people are given useful roles in the community.
	<b>Service to others</b> Young person serves in the community one hour or more per week.
	<b>Safety</b> Young person feels safe at home, at school, and in the neighborhood.
<b>Boundaries and Expectations</b>	<b>Family boundaries</b> Family has clear rules and consequences, and monitors the young person's whereabouts.

**School boundaries** School provides clear rules and consequences.

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**Neighborhood boundaries** Neighbors take responsibility for monitoring young people's behavior.

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**Adult role models** Parent(s) and other adults model positive, responsible behavior.

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**Positive peer influence** Young person's best friends model responsible behavior.

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**High expectations** Both parent(s) and teachers encourage the young person to do well.

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**Constructive Use of Time** **Creative activities** Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.

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**Youth programs** Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.

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**Religious community** Young person spends one hour or more per week in activities in a religious institution.

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**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** **Achievement motivation** Young person is motivated to do well in school.

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**School engagement** Young person is actively engaged in learning.

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**Homework** Young person reports doing at least one hour of homework every school day.

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**Bonding to school** Young person cares about her or his school.

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**Reading for pleasure** Young person reads for pleasure three or more hours per week.

<b>Positive Values</b>	<b>Caring</b>	Young person places high value on helping other people.
	<b>Equality and social justice</b>	Young person places high value on promoting equality and reducing hunger and poverty.
	<b>Integrity</b>	Young person acts on convictions and stands up for her or his beliefs.
	<b>Honesty</b>	Young person "tells the truth even when it is not easy."
	<b>Responsibility</b>	Young person accepts and takes personal responsibility.
	<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>	<b>Planning and decision making</b>	Young person knows how to plan ahead and make choices.
	<b>Interpersonal competence</b>	Young person has empathy, sensitivity, and friendship skills.
	<b>Cultural competence</b>	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
	<b>Resistance skills</b>	Young person can resist negative peer pressure and dangerous situations.
	<b>Peaceful conflict resolution</b>	Young person seeks to resolve conflict nonviolently.
<b>Positive Identity</b>	<b>Personal power</b>	Young person feels he or she has control over "things that happen to me."
	<b>Self-esteem</b>	Young person reports having a high self-esteem.
	<b>Sense of purpose</b>	Young person reports that "my life has a purpose."

**Positive view of  
personal future**

Young person is optimistic about her or his  
personal future.

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