

The 40 Developmental Assets for Adolescents

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

School boundaries School provides clear rules and consequences.

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

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

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

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

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.

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

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

Time at home Young person is out with friends "with nothing special to do" two or fewer nights per week.

INTERNAL ASSETS

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

School engagement Young person is actively engaged in learning.

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

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

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

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

**Positive view of
personal future**

Young person is optimistic about her or his
personal future.
