

What are Developmental Assets?

The Developmental Assets® are 40 positive experiences and qualities that help influence choices young people make and help them become caring, responsible, successful adults.

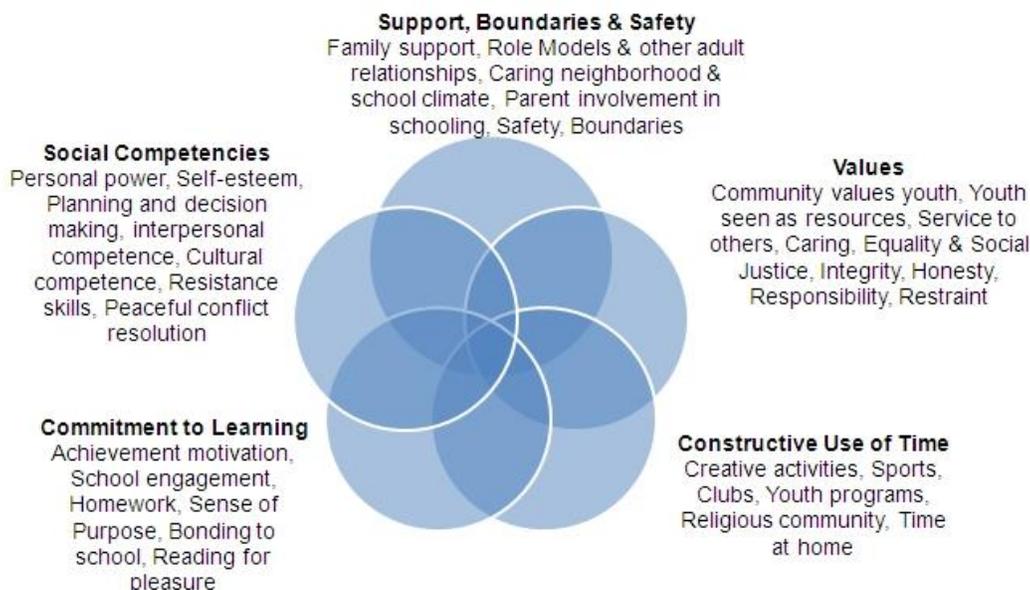
“...Qualities that young people need to avoid risks and to thrive.”

Why are they important for teens?

The more assets young people have, the less likely they are to participate in high-risk behaviors and are more likely to thrive.

Research has proven that youth with the most assets are least likely to engage in problem alcohol use, violence, illicit drug use, sexual activity, tobacco use, depression, attempted suicide, antisocial behavior, school problems, drunk driving, and gambling.

The Five Main Categories



Background on the Developmental Assets

Since 1990, the Search Institute's framework of Developmental Assets has become the most widely used approach to **positive youth development** in the United States. The Assets are grounded in extensive research in youth development, resiliency, and prevention. They represent the relationships, opportunities, and personal qualities that young people need to avoid risks and to thrive.

Did you know?

Assets help prevent young people from making harmful and unhealthy choices.

You can find more information and a full list of 40 Developmental Assets for all ages at <http://www.search-institute.org/developmental-assets>

Three Important Asset Categories to Focus on During Teen Years

Constructive use of time

Creative activities, youth programs, religious community, and time at home help youth grow up healthy. Research shows that youth thrive when they have opportunities to learn new skills and interests both in structured and unstructured settings.

As long as youth do not have too much to do or not enough to do for a long period of time, they are right on track! Too much involvement can lead to stress and anxiety, too little can lead to depression.

Tips for building these Assets:

Occasionally, check in with your child to see how happy they are with the particular activities they are involved in. Offer them a variety of ideas for creative activities that give them new experiences.

Boundaries and Expectations

Family, school, and neighborhood boundaries, adult role models, positive peer influence, and high expectations.

Boundaries are important for youth because it clearly states what is expected of them. Caring adults who expect youth to do their best helps youth to learn what good judgment is and to choose wisely.

Tips for building these Assets:

Be a positive role model for youth, set clear rules and consequences for your child, and encourage youth to do their best.

Support

Family support, positive family communication, other adult relationship, a caring neighborhood, a caring school environment, and parent involvement in schooling help youth grow up healthy and resilient.

Research shows that youth thrive the more they have loving, supportive, and caring adults around. Support means to freely offer youth love, affirmation, and acceptance; and letting them know that they are not alone, that they are loved and also lovable.

Tips for building these assets:

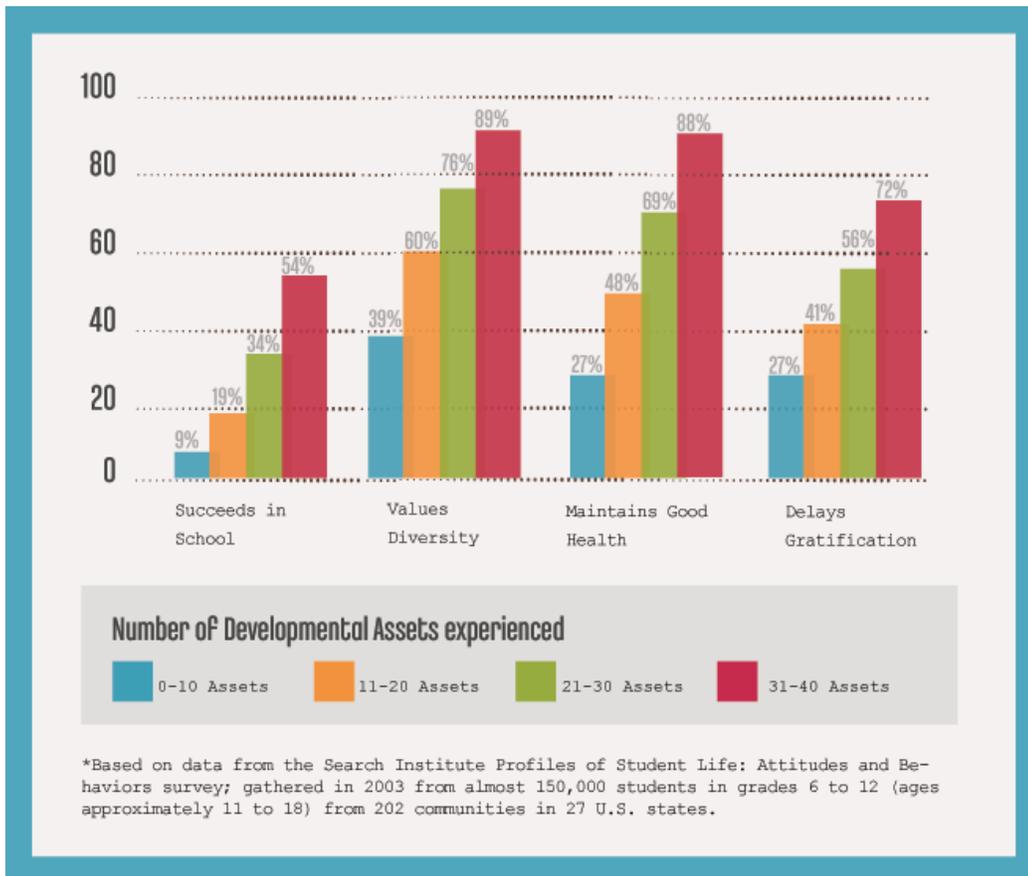
In your home, have each family member write down three ways that they feel supported by the family, discuss, and then write down three ways they would like to receive more support.

Comfort, encourage, and support youth, praise them, take time for them, show an interest in them, and work hard to understand them.

Remember: Support does not have to be big to be meaningful.

The Power of Assets to Promote Positive Attitudes and Behaviors

Correlation between the # of assets experienced and positive behaviors

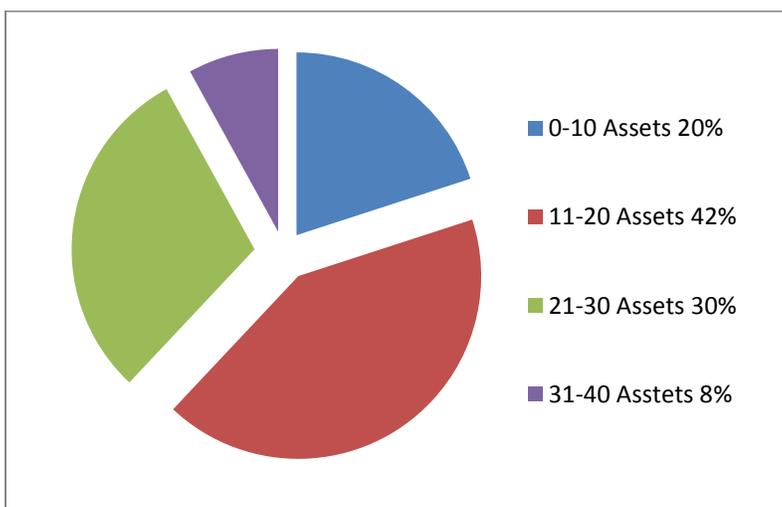


Having more Developmental Assets **increases the chances** that young people will have positive attitudes and behaviors.

The Search Institute's research has found that young people with more assets are more likely to participate in at least eight positive behaviors.

The chart to the left shows how assets positively affect youth's attitudes and behaviors.

Ideally, all youth would experience at least 31 of the 40 assets. However, as the chart below shows, only 8% of youth experience more than 30 assets. 62% experience less than 20 assets. This places many youth at risk for making harmful and unhealthy choices.



How can you increase the number of assets young people experience in your community, organization, neighborhood, or family?

For Ideas, visit:
www.search-institute.org/assets

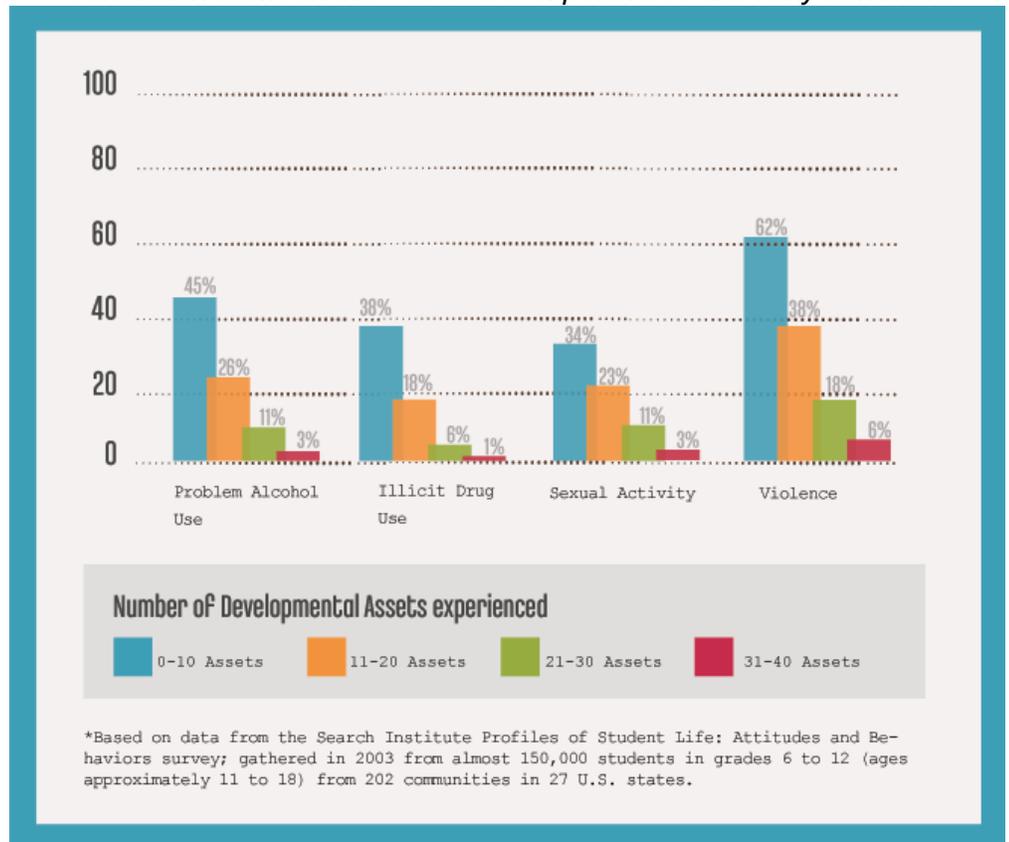
The Power of Assets to Protect

Correlation between the # of assets experienced and risky behaviors

Assets can help protect young people from making many harmful and unhealthy choices.

Youth with more assets are **less likely** than youth with fewer assets to participate in as many as 24 risky behaviors, such as tobacco use, gambling, violence, and shoplifting.

The chart to the right shows how assets decrease risky behaviors among youth.



Developmental Assets® are **positive factors within young people, families, communities, schools, and other settings that research has found to be important in promoting the healthy development of young people.** From Pass It On! Ready-to-Use Handouts for Asset Builders, Second Edition. Copyright © 2006 by Search Institute® 612-376-8955; 800-888-7828; www.search-institute.org. This handout may be reproduced for educational, noncommercial uses only (with this copyright line). All rights reserved.

This Information Has Been Compiled From The Following Additional Resources

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To find out how many developmental assets your child has visit:
www.focusonthe40.ca

For a complete list of the 40 Developmental Assets for all ages visit:
www.search-institute.org/developmental-assets

For quick and simple ways to start building and putting assets into action visit:
www.search-institute.org/assets

For free printable materials visit:
www.search-institute.org/tools/downloads/free-e-product-downloads-page

Developmental Assets for Early Childhood
INTERNAL ASSETS



SUPPORT

Family Support
Positive Family Communication
Other Adult Relationships
Caring Neighborhood
Caring Climate in Child Care and Educational Settings
Parent Involvement in Child Care and Education



EMPOWERMENT

Community Cherishes and Values Young Children
Children Seen as Resources
Service to Others
Safety



BOUNDARIES & EXPECTATIONS

Family Boundaries
Boundaries in Child Care and Educational Settings
Neighborhood Boundaries
Adult Role Models
Positive Peer Relationships
Positive Expectations



CONSTRUCTIVE USE OF TIME

Play and Creative Activities
Out-of-Home and Community Programs
Religious Community
Time at Home

EXTERNAL ASSETS



COMMITMENT TO LEARNING

Motivation to Mastery
Engagement in Learning Experiences
Home-program Connection
Bonding to Programs
Early Literacy



POSITIVE VALUES

Caring
Equality and Social Justice
Integrity
Honesty
Responsibility
Self-regulation



SOCIAL COMPETENCIES

Planning and Decision Making
Interpersonal Skills
Cultural Awareness and Sensitivity
Resistance Skills
Peaceful Conflict Resolution



POSITIVE IDENTITY

Personal Power
Self-Esteem
Sense of Purpose
Positive View of Personal Future

*From the previous page, write down two categories of assets or two specific assets that you already do in your home.
Then, list what you do to encourage those assets.*



Asset category / Specific asset:



Asset category / Specific asset:

*Now, write down two categories of assets or two specific assets that you would like to do in your home.
Then, list what you could do to encourage those assets.*



Asset category / Specific asset:



Asset category / Specific asset:

