

40 Developmental Assets™ for Elementary-Age Children



Search InstituteSM has identified the following building blocks of healthy development that help elementary-age children grow up healthy, caring, and responsible.

Category	Asset Name and Definition			
Support	<ol style="list-style-type: none"> 1. Family Support-Family life provides high levels of love and support. 2. Positive Family Communication-Parents and children communicate positively. Children are willing to seek advice and counsel from their parents. 3. Other Adult Relationships-Children have support from at least one adult other than their parents. Their parents have support from people outside the home. 4. Caring Neighborhood-Children experience caring neighbors. 5. Caring Out-Of-Home Climate-School and other activities provide caring, encouraging environments for children. 6. Parent Involvement in Out-of-Home Situations- Parents are actively involved in helping children succeed in school and in other situations outside the home. 			
	Empowerment	<ol style="list-style-type: none"> 7. Community Values Children-Children feel that the family and community value and appreciate children. 8. Children are Given Useful Roles-Children are included in age-appropriate family tasks and decisions and are given useful roles at home and in the community. 9. Service to Others-Children serve others in the community with their family or in other settings. 10. Safety- Children are safe at home, at school, and in the neighborhood. 		
		Boundaries & Expectations	<ol style="list-style-type: none"> 11. Family Boundaries-The family has clear rules and consequences and monitors children's activities and whereabouts. 12. Out-of-Home Boundaries-Schools and other out-of-home environments provide clear rules and consequences. 13. Neighborhood Boundaries-Neighbors take responsibility for monitoring children's behavior. 14. Adult Role Models-Parents and other adults model positive, responsible behavior. 15. Positive Peer Observation-Children interact with other children who model responsible behavior and have opportunities to play and interact in safe, well-supervised settings. 16. Appropriate Expectations for Growth-Adults have realistic expectations for children's development at this age. Parents, caregivers, and other adults encourage children to achieve and develop their unique talents. 	
			Constructive Use of Time	<ol style="list-style-type: none"> 17. Creative Activities-Children participate in music, art, drama, or other creative activities for at least three hours a week at home and elsewhere. 18. Out-of-Home Activities-Children spend one hour or more each week in extracurricular school activities or structured community programs. 19. Religious Community-The family attends religious programs or services for at least one hour per week. 20. Positive, Supervised Time at Home-Children spend most evenings and weekends at home with their parents in predictable, enjoyable routines.

External Assets

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| Commitment to Learning | <p>21. Achievement Expectation and Motivation-Children are motivated to do well in school and other activities.</p> <p>22. Children are Engaged in Learning-Children are responsive, attentive, and actively engaged in learning.</p> <p>23. Stimulating Activity-Parents and teachers encourage children to explore and engage in stimulating activities. Children do homework when it's assigned.</p> <p>24. Enjoyment of Learning and Bonding with School-Children enjoy learning and care about their school.</p> <p>25. Reading for Pleasure-Children and an adult read together for at least 30 minutes a day. Children also enjoy reading or looking at books or magazines on their own.</p> |
| Positive Values | <p>26. Caring-Children are encouraged to help other people.</p> <p>27. Equality and Social Justice- Children begin to show interest in making the community a better place.</p> <p>28. Integrity-Children begin to act on their convictions and stand up for their beliefs.</p> <p>29. Honesty-Children begin to value honesty and act accordingly.</p> <p>30. Responsibility-Children begin to accept and take personal responsibility for age-appropriate tasks.</p> <p>31. Healthy Lifestyle and Sexual Attitudes-Children begin to value good health habits and learn healthy sexual attitudes and beliefs as well as respect for others.</p> |
| Social Competencies | <p>32. Planning and Decision Making Practice-Children begin to learn how to plan ahead and make choices at appropriate developmental levels.</p> <p>33. Interpersonal Skills-Children interact with adults and children and can make friends. Children express and articulate feelings in appropriate ways and empathize with others.</p> <p>34. Cultural Competence-Children know about and are comfortable with people of different cultural, racial, and/or ethnic backgrounds.</p> <p>35. Resistance Skills-Children start developing the ability to resist negative peer pressure and dangerous situations.</p> <p>36. Peaceful Conflict Resolution -Children try to resolve conflicts nonviolently.</p> |
| Positive Identity | <p>37. Personal Power-Children begin to feel they have control over things that happen to them. They begin to manage frustrations and challenges in ways that have positive results for themselves and others.</p> <p>38. Self-Esteem-Children report having high self-esteem.</p> <p>39. Sense of Purpose-Children report that their lives have purpose and actively engage their skills.</p> <p>40. Positive View of Personal Future-Children are hopeful and positive about their personal future.</p> |

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