

Developmental Assets:

The Best Community and Family Anti-Drug

Forty Developmental Assets

The Search Institute* has identified the following building blocks of healthy development to help young people grow into healthy, caring, and responsible adults. Promotion of these assets by strong community and family values and practices is the best way to inoculate your children from falling prey to the allure of the “magic” of drugs and alcohol.

External assets

Support

1. Family Support: Family life provides high levels of love and support.
2. Positive family communication: Young person and his or her parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).
3. Other adult relationships: Young person receives support from three or more non-parent 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 all youth.
8. Youth as resources : Young people are given useful roles in the community.
9. Service to others: Young person serves in the community one hour or more per week.
10. Safety: Young person feels safe at home, at school, and in the neighborhood.

Boundaries and expectations

11. Family boundaries: Family has clear rules and consequences and monitors young person'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 young person to do well.

Constructive use of time

- 17. Creative activities: Young person spends three or more hours a week in lessons or practice in music, theater or other arts.
- 18. Youth programs: Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
- 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 per week.

Internal Assets

Commitment to learning

- 21. Achievement motivation: Young person is committed to do well at 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 his or her school.
- 25. Reading for pleasure: Young person reads for pleasure three or more hours per week.

Positive values

- 26. Caring: Young person places high value on helping other people.
- 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 his or her 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 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 his or her personal future.

*The Search Institute is an independent nonprofit organization whose mission is to provide leadership, knowledge, and resources to promote healthy children, youth, and communities. To accomplish this mission, the Institute generates and communicates new knowledge, and brings together community, state, and national leaders.

Information taken from the following source:

www.search-institute.org