## External Assets

| Support | 1. **Family support**—Family life provides high levels of love and support.  
2. **Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.  
3. **Other adult relationships**—Young person receives support from three or more nonparent 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. |
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| **Boundaries & Expectations** | 7. **Community values youth**—Young person perceives that adults in the community value 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, school, and in the neighborhood. |
| **Constructive Use of Time** | 11. **Family boundaries**—Family has clear rules and consequences and monitors the 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 the young person to do well. |

## Internal Assets

| **Commitment to Learning** | 21. **Achievement Motivation**—Young person is motivated to do well in 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 her or his 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 her or his 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 nonviolently. |

| **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 a high self-esteem.  
39. **Sense of purpose**—Young person reports that "my life has a purpose."  
40. **Positive view of personal future**—Young person is optimistic about her or his personal future. |

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