

DEVELOPMENTAL ASSETS® CHECKLIST

“Developmental Assets” are relationships, opportunities, skills, and values that promote positive growth and protect youth from negative influences. Your mini-grant MUST increase one or more of the following. It may help you to read and talk about each of the asset names and their descriptions. Then check the ones most directly connected to your project. For more information, visit <http://www.search-institute.org>. Used by permission.

EXTERNAL ASSETS

Family Support

Student feels loved and supported in the family.

Positive Family Communication

Student can go to parents for advice and support, talking about many different topics, including serious issues.

Other Adult Relationships

Student knows at least three adults (other than parents) to go to for advice and support, including talk about serious topics.

Caring Neighborhood

Student has neighbors who support, encourage, and care.

Caring School Climate

School is a caring, encouraging place to be.

Parent Involvement in Schooling

Parents are actively involved in helping student succeed in school. They talk about school, help with homework, and attend school events.

Community Values Youth

Adults in the community value and appreciate young people.

Youth as Resources

Young people are given useful roles and meaningful things to do in your community.

Service to Others

Student performs an hour or more of community service per week.

Safety

Student feels safe at home, at school, and in the neighborhood.

Family Boundaries

Family has clear rules and consequences for behavior. Family monitors the whereabouts of the children.

School Boundaries

School has clear rules and consequences for behavior.

Neighborhood Boundaries

Neighbors take responsibility for monitoring youth behavior.

Adult Role Models

Parents and other adults model positive, responsible behavior.

Positive Peer Influence

Best friends model responsible behavior. They are a good influence. They do well in school and don't do risky things like drink alcohol or use drugs.

High Expectations

Parents and teachers encourage students to do well.

Creative Activities

Student spends three or more hours per week in lessons or practice in music, theater, or other arts.

Youth Programs

Student spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.

Religious Community

Student spends one or more hours per week in religious services or spiritual activities.

Time at Home

Student goes out with friends with nothing special to do two or fewer nights per week.

See more assets on the next page...

INTERNAL ASSETS

☐ Achievement Motivation

Student wants to do well in school.

☐ School Engagement

Student likes to learn new things.

☐ Homework

Student does at least one hour of homework every school day.

☐ Bonding to School

Student cares about his/her school.

☐ Reading for Pleasure

Student spends three or more hours each week reading for pleasure.

☐ Caring

Student believes that it is really important to help other people.

☐ Equality and Social Justice

Student wants to promote equality and reduce poverty and hunger.

☐ Integrity

Student acts on convictions and stands up for beliefs.

☐ Honesty

Student tells the truth -- even when it is not easy.

☐ Responsibility

Student accepts and takes personal responsibility for actions and decisions.

☐ Restraint

Student believes it is important not to be sexually active or to use alcohol or other drugs.

☐ Planning and Decision Making

Student knows how to plan ahead and make choices.

☐ Interpersonal Competence

Student is good at making and keeping friends.

☐ Cultural Competence

Student knows and is comfortable with people of different cultural, racial, and/or ethnic backgrounds.

☐ Resistance Skills

Student resists negative peer pressure and avoids dangerous situations.

☐ Peaceful Conflict Resolution

Student tries to resolve conflicts nonviolently.

☐ Personal Power

Student feels s/he has control over many things that happen.

☐ Self-Esteem

Student feels good about him/herself.

☐ Sense of Purpose

Student believes that life has a purpose.

☐ Positive View of Personal Future

Student is optimistic about his/her future