

## **The 40 Developmental Assets™ for Middle Childhood (Ages 9-11)**

Search Institute<sup>SM</sup> has identified the following building blocks of healthy development that help children grow up healthy, caring, and responsible.

### **External Assets**

#### **Support**

- 1. Family Support** – Family life provides high levels of love and support.
- 2. Positive Family Communication** – Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).
- 3. Other Adult Relationships** – Child receives support from adults other than her or his parent(s).
- 4. Caring Neighborhood** – Child experiences caring neighbors.
- 5. Caring School Climate** – Relationships with teachers and peers provide a caring, encouraging school environment.
- 6. Parent Involvement in Schooling** – Parent(s) are actively involved in helping the child succeed in school.

#### **Empowerment**

- 7. Community Values Children** – Child feels valued and appreciated by adults in the community.
- 8. Children as Resources** – Child is included in decisions at home and in the community.
- 9. Service to Others** – Child has opportunities to help others in the community.
- 10. Safety** – Child feels safe at home, at school, and in her or his neighborhood.

#### **Boundaries and Expectations**

- 11. Family Boundaries** – Family has clear and consistent rules and consequences and monitors the child's whereabouts.
- 12. School Boundaries** – School provides clear rules and consequences.
- 13. Neighborhood Boundaries** – Neighbors take responsibility for monitoring the child's behavior.
- 14. Adult Role Models** – Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behavior.
- 15. Positive Peer Influence** – Child's closest friends model positive, responsible behavior.
- 16. High Expectations** – Parent(s) and teachers expect the child to do her or his best at school and in other activities.

#### **Constructive Use Of Time**

- 17. Creative Activities** – Child participates in music, art, drama, or creative writing two or more times per week.
- 18. Child Programs** – Child participates two or more times per week in cocurricular school activities or structured community programs for children.
- 19. Religious Community** – Child attends religious programs or services one or more times per week.
- 20. Time at Home** – Child spends some time most days both in high-quality interaction with parents and doing things at home other than watching TV or playing video games.

#### **Internal Assets**

##### **Commitment to Learning**

- 21. Achievement Motivation** – Child is motivated and strives to do well in school.

- 22. Learning Engagement** – Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.
- 23. Homework** – Child usually hands in homework on time.
- 24. Bonding to Adults at School** – Child cares about teachers and other adults at school.
- 25. Reading for Pleasure** – Child enjoys and engages in reading for fun most days of the week.

#### **Positive Values**

- 26. Caring** – Parent(s) tell the child it is important to help other people.
- 27. Equality and Social Justice** – Parent(s) tell the child it is important to speak up for equal rights for all people.
- 28. Integrity** – Parent(s) tell the child it is important to stand up for one's beliefs.
- 29. Honesty** – Parent(s) tell the child it is important to tell the truth.
- 30. Responsibility** – Parent(s) tell the child it is important to accept personal responsibility for behavior.
- 31. Healthy Lifestyle** – Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.

#### **Social Competencies**

- 32. Planning and Decision Making** – Child thinks about decisions and is usually happy with results of her or his decisions.
- 33. Interpersonal Competence** – Child cares about and is affected by other people's feelings, enjoys making friends, and, when frustrated or angry, tries to calm her- or himself.
- 34. Cultural Competence** – Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity.
- 35. Resistance Skills** – Child can stay away from people who are likely to get her or him in trouble and is able to say no to doing wrong or dangerous things.
- 36. Peaceful Conflict Resolution** – Child attempts to resolve conflict nonviolently.

#### **Positive Identity**

- 37. Personal Power** – Child feels he or she has some influence over things that happen in her or his life.
- 38. Self-esteem** – Child likes and is proud to be the person he or she is.
- 39. Sense of Purpose** – Child sometimes thinks about what life means and whether there is a purpose for her or his life.
- 40. Positive View of Personal Future** – Child is optimistic about her or his personal future.