Search Institute® has identified the following building blocks of healthy development—known as Developmental Assets®—that help young children grow up healthy, caring, and responsible.

### Support
- **1. Family support**—Parent(s) and/or primary caregiver(s) provide the child with high levels of consistent and predictable love, physical care, and positive attention in ways that are responsive to the child’s individuality.
- **2. Positive family communication**—Parent(s) and/or primary caregiver(s) express themselves positively and respectfully, engaging young children in conversations that invite their input.
- **3. Other adult relationships**—With the family’s support, the child experiences consistent, caring relationships with adults outside the family.
- **4. Caring neighbors**—The child’s network of relationships includes neighbors who provide emotional support and a sense of belonging.
- **5. Caring climate in child-care and educational settings**—Caregivers and teachers create environments that are nurturing, accepting, encouraging, and secure.
- **6. Parent involvement in child care and education**—Parent(s), caregivers, and teachers together create a consistent and supportive approach to fostering the child’s successful growth.

### Empowerment
- **7. Community cherishes and values young children**—Children are welcomed and included throughout community life.
- **8. Children seen as resources**—The community demonstrates that children are valuable resources by investing in a child-rearing system of family support and high-quality activities and resources to meet children’s physical, social, and emotional needs.
- **9. Service to others**—The child has opportunities to perform simple but meaningful and caring actions for others.
- **10. Safety**—Parent(s), caregivers, teachers, neighbors, and the community take action to ensure children’s health and safety.

### Boundaries & Expectations
- **11. Family boundaries**—The family provides consistent supervision for the child and maintains reasonable guidelines for behavior that the child can understand and achieve.
- **12. Boundaries in child-care and educational settings**—Caregivers and educators use positive approaches to discipline and natural consequences to encourage self-regulation and acceptable behaviors.
- **13. Neighborhood boundaries**—Neighbors encourage the child in positive, acceptable behavior, as well as intervene in negative behavior, in a supportive, nonthreatening way.
- **14. Adult role models**—Parent(s), caregivers, and other adults model self-control, social skills, engagement in learning, and healthy lifestyles.
- **15. Positive peer relationships**—Parent(s) and caregivers seek to provide opportunities for the child to interact positively with other children.
- **16. Positive expectations**—Parent(s), caregivers, and teachers encourage and support the child in behaving appropriately, undertaking challenging tasks, and performing activities to the best of her or his abilities.

### Constructive Use of Time
- **17. Play and creative activities**—The child has daily opportunities to play in ways that allow self-expression, physical activity, and interaction with others.
- **18. Out-of-home and community programs**—The child experiences well-designed programs led by competent, caring adults in well-maintained settings.
- **19. Religious community**—The child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.
- **20. Time at home**—The child spends most of her or his time at home participating in family activities and playing constructively, with parent(s) guiding TV and electronic game use.

### Commitment to Learning
- **21. Motivation to mastery**—The child responds to new experiences with curiosity and energy, resulting in the pleasure of mastering new learning and skills.
- **22. Engagement in learning experiences**—The child fully participates in a variety of activities that offer opportunities for learning.
- **23. Home-program connection**—The child experiences security, consistency, and connections between home and out-of-home care programs and learning activities.
- **24. Bonding to programs**—The child forms meaningful connections with out-of-home care and educational programs.
- **25. Early literacy**—The child enjoys a variety of pre-reading activities, including adults reading to her or him daily, looking at and handling books, playing with a variety of media, and showing interest in pictures, letters, and numbers.

### Positive Values
- **26. Caring**—The child begins to show empathy, understanding, and awareness of others’ feelings.
- **27. Equality and social justice**—The child begins to show concern for people who are excluded from play and other activities or not treated fairly because they are different.
- **28. Integrity**—The child begins to express her or his views appropriately and to stand up for a growing sense of what is fair and right.
- **29. Honesty**—The child begins to understand the difference between truth and lies, and is truthful to the extent of her or his understanding.
- **30. Responsibility**—The child begins to follow through on simple tasks to take care of her- or himself and to help others.
- **31. Self-regulation**—The child increasingly can identify, regulate, and control her or his behaviors in healthy ways, using adult support constructively in particular stressful situations.

### Social Competencies
- **32. Planning and decision making**—The child begins to plan for the immediate future, choosing from among several options and trying to solve problems.
- **33. Interpersonal skills**—The child cooperates, shares, plays harmoniously, and comforts others in distress.
- **34. Cultural awareness and sensitivity**—The child begins to learn about her or his own cultural identity and to show acceptance of people who are racially, physically, culturally, or ethnically different from her or him.
- **35. Resistance skills**—The child begins to sense danger accurately, to seek help from trusted adults, and to resist pressure from peers to participate in unacceptable or risky behavior.
- **36. Peaceful conflict resolution**—The child begins to compromise and resolve conflicts without using physical aggression or hurtful language.

### Positive Identity
- **37. Personal power**—The child can make choices that give a sense of having some influence over things that happen in her or his life.
- **38. Self-esteem**—The child likes her- or himself and has a growing sense of being valued by others.
- **39. Sense of purpose**—The child anticipates new opportunities, experiences, and milestones in growing up.
- **40. Positive view of personal future**—The child finds the world interesting and enjoyable, and feels that he or she has a positive place in it.

---

*This page may be reproduced for educational, noncommercial uses only. Copyright © 2005 by Search Institute, 615 First Avenue N.E., Suite 125, Minneapolis, MN 55413; 800-888-7828; www.search-institute.org. All Rights Reserved. The following are registered trademarks of Search Institute: Search Institute®, Developmental Assets® and Healthy Communities • Healthy Youth®.*