



40 Developmental Assets . . . Students Need to Have to be Successful



EXTERNAL ASSETS

Category	Asset Name and Definition
Support	<ol style="list-style-type: none"> 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 parent(s). 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.
Empowerment	<ol style="list-style-type: none"> 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, at school, and in the neighborhood.
Boundaries and Expectations	<ol style="list-style-type: none"> 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.
Constructive Use of Time	<ol style="list-style-type: none"> 17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, and 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 instruction. 20. Time at home—Young person is out with friends “with nothing special to do” two or fewer nights per week.

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Category	Asset Name and Definition
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.
	26. Caring —Young person places high value on helping other people.
	27. Equality and social justice —Young person reads for pleasure three or more hours per week.
Positive Values	28. Integrity —Young person acts on convictions and stands up for her or his beliefs.
	29. Honesty —Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	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.
	37. Personal power —Young person feels he or she has control over “things that happen to me.”
	Positive Identity
39. Sense of purpose —Young person reports, “my life has a purpose.”	
40. Positive view of personal future —Young person is optimistic about her or his personal future.	

Asset-Building Ideas for School Support Staff

Support staff—administrative assistants, paraprofessionals, teaching assistants, and others—are key to the climate in a school. They have daily interactions with students, and they can sometimes focus on building relationships with young people in ways that teachers and administrators cannot. Thus, school support staff have lots of asset-building potential. Here are ideas on how support staff can build assets:

- Post the list of developmental assets in your work area or office
- Learn about the assets and talk about them with others. Speak well of students, and speak warmly to them.
- Do at least one intentional asset-building thing a day.
- Ask your supervisor if you can attend professional development opportunities related to asset building.
- View interruptions by students as your most important work. It may not always be efficient, but taking the time to talk with and help students will make your school a better place.
- See yourself and your colleagues as part of a web of support for young people. Be flexible with time and duties so students feel comfortable approaching you for help, advice, or other kinds of support.
- View your activities within the asset framework. If you are supervising the study skills laboratory, for example, help students develop the Commitment-to-Learning assets (#21-25*)
- When supervising the hallways or lunch area, focus on positive values. If students cut in line, remind them of the importance of being a role model (#15*), being honest (#29*), and having integrity (#28*) as you uphold school boundaries (#12*).
- Show genuine enthusiasm for a job that allows you to work closely with and for young people. If you don't like your job, talk to your supervisor or a trusted colleague about what you can do to make it better.
- Laugh a lot. While anyone can complain, it takes a creative person to rescue difficult situations with humor.
- Notice what's working. Tell a student directly when he or she did something right. Send a note to a teacher when he or she did something you admire.
- Greet students by name.
- Attend student activities and tournaments.
- Get involved with other organizations that build assets for and with children and youth.
- Send notes to young people commending their efforts as well as their successes.
- Call parents with news of positive and helpful behavior you see in their children.
- Compliment young people on even the smallest positive behavior, such as picking up another student's book when it fell or smiling at someone.
- When participating in or observing a student activity (such as track or band), take pictures. Get double prints and give the students the second copy.

* See previous two pages

The developmental assets are 40 opportunities, skills, relationships, values, and self-perceptions that all young people need to succeed. Adapted from *Pass It On! Ready-to-Use Handouts for Asset Builders*, copyright © 1999 by Search Institute, www.search-institute.org. This handout may be reproduced for educational, noncommercial uses only.