

# the 40 Developmental Assets®: What Kids Need to Succeed

- Support
- Empowerment
- Positive values
- Positive identity
- Social competency
- Commitment to learning
- Constructive use of time
- Boundaries & expectations

**assets:** noun \ 'a - sets \ 1 : valuable people or things 2 : advantages, resources  
3 : **ESSENTIAL** building blocks for **HEALTHY DEVELOPMENT** of children & youth

## WHAT ASSETS ARE:

-  Assets are **POSITIVE!** They focus on **supports** vs. deficits
-  The **MORE ASSETS** young people have, the more likely they are to make **HEALTHY CHOICES!**
-  We build Assets through the **RELATIONSHIPS** & **ENVIRONMENT** we create
-  Just **8%** of Arlington youth report the **ideal** number of Assets (31-40)

## WHAT YOU CAN DO:

-  **CONNECT** with kids: **SMILE** & say hi to young people!
-  **SPEND** time with them!
-  **ASK** for their opinions & their help
-  **LISTEN** to them **without judgment**
-  **INCLUDE** their **VOICE** in your family, organization and community

[WWW.APCYF.ORG/RESOURCES](http://WWW.APCYF.ORG/RESOURCES)



Contact APCYF



[APCYF@arlingtonva.us](mailto:APCYF@arlingtonva.us)



## External Assets

### SUPPORT

- |  |  |            |
|--|--|------------|
| <b>1. FAMILY SUPPORT</b>                               | Parent(s) or caregiver(s) express love and provide high levels of help and support.  | <b>70%</b> |
| <b>2. POSITIVE FAMILY COMMUNICATION</b>                | Young person is comfortable talking with parent(s) or caregiver(s) and will talk to them about concerns or serious issues. | <b>29%</b> |
| <b>3. OTHER ADULT RELATIONSHIPS</b>                    | Young person has three or more supportive non-parent adults in his or her life.  | <b>45%</b> |
| <b>4. CARING NEIGHBORHOOD</b>                          | Young person has neighbors who care about her or him.  | <b>35%</b> |
| <b>5. CARING SCHOOL CLIMATE</b>                        | Teachers, administrators, and other students care about and encourage the young person.                                    | <b>35%</b> |
| <b>6. PARENT(S) or CAREGIVER(S) INVOLVED IN SCHOOL</b> | Parent(s) or caregiver(s) actively help the young person succeed in school.  | <b>23%</b> |

### EMPOWERMENT

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|------------------------------------|---|------------|
| <b>7. COMMUNITY VALUES YOUTH</b>   | Young person feels that adults listen to youth and see them as important. | <b>20%</b> |
| <b>8. YOUTH AS RESOURCES</b>       | Young people have useful roles at home, at school, and in the community.  | <b>28%</b> |
| <b>9. SERVICE TO OTHERS</b>        | Young person volunteers in the community one hour or more per week.       | <b>50%</b> |
| <b>10. FEELS SAFE IN COMMUNITY</b> | Young person feels safe at home, school and in the neighborhood.          | <b>52%</b> |

### BOUNDARIES AND EXPECTATIONS

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|------------------------------------|---|------------|
| <b>11. FAMILY BOUNDARIES</b>       | Parent(s) or caregiver(s) has clear rules and consequences and knows where the young person is going and with whom.             | <b>39%</b> |
| <b>12. SCHOOL BOUNDARIES</b>       | School provides clear rules and consequences.   | <b>49%</b> |
| <b>13. NEIGHBORHOOD BOUNDARIES</b> | Neighbors will say something if the young person is acting inappropriately  | <b>43%</b> |
| <b>14. ADULT ROLE MODELS</b>       | Parent(s), caregiver(s), and other adults model positive behavior, helping others and making healthy choices.                   | <b>32%</b> |
| <b>15. POSITIVE PEER INFLUENCE</b> | Young person's close friends make responsible, positive choices.  | <b>70%</b> |
| <b>16. HIGH EXPECTATIONS</b>       | Parent(s), caregiver(s), and teachers encourage the young person to do his or her best while at school and in other activities. | <b>52%</b> |

### CONSTRUCTIVE USE OF TIME

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|--------------------------------|---|------------|
| <b>17. CREATIVE ACTIVITIES</b> | Young person spends three or more hours per week in lessons or practice in music, art, drama, or dance.                       | <b>18%</b> |
| <b>18. YOUTH PROGRAMS</b>      | Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in his or her community. | <b>64%</b> |
| <b>19. RELIGIOUS COMMUNITY</b> | Young person attends religious programs or services for one or more hours per week.   | <b>46%</b> |
| <b>20. TIME AT HOME</b>        | Young person is at home, or engaged in structured activities, 5 or more nights per week.                                      | <b>70%</b> |

## Internal Assets

### COMMITMENT TO LEARNING

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|-----------------------------------|---|------------|
| <b>21. ACHIEVEMENT MOTIVATION</b> | Young person tries to do her or his best in school.                   | <b>73%</b> |
| <b>22. SCHOOL ENGAGEMENT</b>      | Young person comes to class prepared and ready to learn.              | <b>58%</b> |
| <b>23. HOMEWORK</b>               | Young person does at least one hour of homework on school days.       | <b>69%</b> |
| <b>24. BONDING TO SCHOOL</b>      | Young person cares about his or her school.                           | <b>60%</b> |
| <b>25. READING FOR PLEASURE</b>   | Young person reads for fun or enjoyment three or more hours per week. | <b>23%</b> |

### POSITIVE VALUES

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|--|---|------------|
| <b>26. CARING</b>                        | Young person feels it is important to help other people.  | <b>63%</b> |
| <b>27. EQUALITY &amp; SOCIAL JUSTICE</b> | Young person feels it is important to promote equality and reduce hunger and poverty.                           | <b>66%</b> |
| <b>28. INTEGRITY</b>                     | Young person stands up for her or his beliefs and does the right thing, even if friends make fun of her or him. | <b>76%</b> |
| <b>29. HONESTY</b>                       | Young person tells the truth even when it's not easy.   | <b>66%</b> |
| <b>30. RESPONSIBILITY</b>                | Young person takes personal responsibility for his or her actions.  | <b>64%</b> |
| <b>31. RESTRAINT</b>                     | Young person believes it is important to not be sexually active or to use alcohol or other drugs.               | <b>40%</b> |

### SOCIAL COMPETENCIES

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|---|---|------------|
| <b>32. PLANNING &amp; DECISION-MAKING</b> | Young person thinks through decisions, and is able to plan ahead.   | <b>34%</b> |
| <b>33. INTERPERSONAL COMPETENCE</b>       | Young person cares about others' feelings and is good at making and keeping friends.  | <b>40%</b> |
| <b>34. CULTURAL COMPETENCE</b>            | Young person is comfortable with, and respects the values and beliefs of, people of different cultural, racial, and ethnic backgrounds. | <b>53%</b> |
| <b>35. RESISTANCE SKILLS</b>              | Young person can say no and avoid things that are wrong or dangerous.   | <b>46%</b> |
| <b>36. PEACEFUL CONFLICT RESOLUTION</b>   | Young person attempts to work out conflicts in a nonviolent manner.   | <b>53%</b> |

### POSITIVE IDENTITY

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|------------------------------------|---|------------|
| <b>37. PERSONAL POWER</b>          | Young person feels he or she has control over "things that happen to me." | <b>42%</b> |
| <b>38. SELF-ESTEEM</b>             | Young person feels good about her- or himself.                            | <b>47%</b> |
| <b>39. SENSE OF PURPOSE</b>        | Young person reports that "my life has a purpose."                        | <b>57%</b> |
| <b>40. POSITIVE VIEW OF FUTURE</b> | Young person is optimistic about his or her personal future.              | <b>68%</b> |