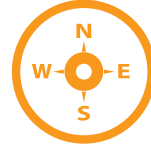
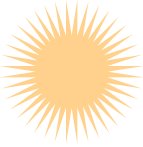


For Early Childhood (ages 3 to 5)

{40 Developmental Assets} Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring and responsible.



EXTERNAL ASSETS

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 neighborhood** – 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 teacher create environments that are nurturing, accepting, encouraging, and secure.
6. **Parent involvement in child-care and education** – Parent(s), caregivers, and teachers create a consistent and supportive approach to fostering the child’s successful growth.
7. **Community cherishes and values young children** – Children are welcomed and included throughout the community.
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.
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 behavior.
13. **Neighborhood boundaries** – Neighbors encourage the child in positive, acceptable behavior, as well as intervene in negative behavior, in a supportive, non-threatening 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 influence** – 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 his or her abilities.
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 the family activities and playing constructively, with parent(s) guiding TV and electronic game use.

INTERNAL ASSETS

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, letter, and numbers.
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 particularly stressful situations.
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, 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.
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.