

Developmental Assets through the Ages Table

External Assets

Support

	Infant *	Toddlers *	Early Childhood (Ages 3-5)	Grade K-3 (Ages 5-9)	Middle Childhood (Ages 8-12)	Adolescent (Ages 12-18)
1. Family Support	Family life provides high levels of love and support	Family life provides high levels of love and 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.	Family continues to be a consistent provider of love and support for the child's unique physical and emotional needs.	Family life provides high levels of love and support.	Family life provides high levels of love and support.

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<p>2. Positive Family Communication</p>	<p>Parents communicate with infants in positive ways.</p> <p>Parents respond immediately to infants and respect their needs.</p>	<p>Parents communicate with preschoolers in positive ways. Parents respond to toddlers in a reasonable amount of time and respect their needs.</p>	<p>Parent(s) and/or primary caregiver(s) express themselves positively and respectfully, engaging young children in conversations that invite their input.</p>	<p>Parent(s) and child communicate openly, respectfully, and frequently, with child receiving praise for her or his efforts and accomplishments.</p>	<p>Parent(s) and child communicate positively. Child feels comfortable seeking advice and counsel from parent(s).</p>	<p>Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</p>
<p>3. Other Adult Relationships</p>	<p>Parents have support from three or more adults and ask for help when needed. Infants receive additional love and comfort from at least one adult other than their parents.</p>	<p>Parents have support from three or more adults and ask for help when needed. Toddlers receive additional love and comfort from at least one adult other than their parents.</p>	<p>With the family's support, the child experiences consistent, caring relationships with adults outside the family.</p>	<p>Child receives support from adults other than her or his parent(s), with the child sometimes experiencing relationships with a nonparent adult.</p>	<p>Child receives support from adults other than her or his parent(s).</p>	<p>Young person receives support from three or more nonparent adults.</p>
<p>4. Caring Neighbourhood</p>	<p>Infants experience caring neighbours.</p>	<p>Toddlers experience caring neighbours.</p>	<p>The child's network of relationships includes neighbours who provide emotional support and a sense of belonging.</p>	<p>Parent(s) and child experience friendly neighbours who affirm and support the child's growth and sense of belonging.</p>	<p>Child experiences caring neighbours.</p>	<p>Young person experiences caring neighbours</p>

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5. Caring Out-Of-Home Climate (Child care/School)	Infants are in caring, encouraging environments outside the home.	Toddlers are in caring, encouraging environments outside the home.	Caregivers and teachers create environments that are nurturing, accepting, encouraging, and secure.	Child experiences warm, welcoming relationships with teachers, caregivers, and peers at school.	Relationships with teachers and peers provide a caring, encouraging environment.	School provides a caring, encouraging environment.
6. Parent Involvement in Out-of-Home Situations (child care/education)	Parents are actively involved in communicating infants' needs to situations caretakers and others in situations outside the home.	Parents are actively involved in communicating toddlers' needs to situations caretakers and others in situations outside the home.	Parent(s), caregivers, and teachers together create a consistent and supportive approach to fostering the child's successful growth.	Parent(s) talk about the importance of education and are actively involved in the child's school success.	Parent(s) are actively involved in helping the child succeed in school.	Parent(s) are actively involved in helping young person succeed in school.

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Empowerment						
	Infant	Toddlers	Early Childhood (Ages 3-5)	Grade K-3 (Ages 5-9)	Middle Childhood (Ages 8-12)	Adolescent (Ages 12-18)
7. Community Values Children /youth	The family places infants at the center of family life. Other adults in the community value and appreciate infants.	The family places toddlers at the center of family life and recognizes the need to set limits for toddlers. Other adults in the community value and appreciate toddlers.	Children are welcomed and included throughout community life	Children are welcomed and included throughout community life.	Child feels valued and appreciated by adults in the community.	Young person perceives that adults in the community value youth.
8. Children are Given Useful Roles/as Resources	The family involves infants in family life.	The family involves toddlers in family life.	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.	Child contributes to family decisions and has opportunities to participate in positive community events.	Child is included in decisions at home and in the community.	Young people are given useful roles in the community.

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9. Service to Others	Parents serve others in the community.	Parents serve others in the community.	The child has opportunities to perform simple but meaningful and caring actions for others.	Child has opportunities to serve in the community with adult support and approval.	Child has opportunities to help others in the community.	Young person serves in the community one hour or more per week.
10. Safety	Infants have safe environments at home, in out-of-home settings, and in the neighbourhood. This includes childproofing these environments.	Toddlers have safe environments at home, in out-of-home settings, and in the neighbourhood. This includes childproofing these environments.	Parent(s), caregivers, teachers, neighbours, and the community take action to ensure children's health and safety.	Parents and community adults ensure the child's safety while keeping in mind her or his increasing independence.	Child feels safe at home, at school, and in his or her neighbourhood.	Young person feels safe at home, school, and in the neighbourhood.

<i>Boundaries & Expectations</i>						
	Infant	Toddlers	Early Childhood (Ages 3-5)	Grade K-3 (Ages 5-9)	Middle Childhood (Ages 8-12)	Adolescent (Ages 12-18)
11. Family Boundaries	Parents are aware of infants' preferences and adapt the environment and schedule to suit infants' needs. Parents begin	Parents are aware of toddlers' preferences and adapt the environment and schedule to suit toddlers' needs. Parents begin	The family provides consistent supervision for the child and maintains reasonable guidelines for behaviour that the child can understand and achieve.	The family maintains supervision of the child, has reasonable guidelines for behaviour, and always knows where the child is.	Family has clear and consistent rules and consequences and monitors the child's whereabouts.	Family has clear rules and consequences and monitors the young person's whereabouts.

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	setting limits as infants become mobile.	setting limits as toddlers become mobile.				
12. Out-of-Home Boundaries (Child care/School/Educational settings)	Childcare settings and other out-of-home environments have clear rules and consequences for older infants and consistently provide all infants with appropriate stimulation and enough rest.	Childcare settings and other out-of-home environments have clear rules and consequences to protect toddlers and consistently providing appropriate stimulation and enough rest.	Caregivers and educators use positive approaches to discipline and natural consequences to encourage self-regulation and acceptable behaviours.	Schools have clear, consistent rules and consequences and use a positive approach to discipline.	School provides clear rules and consequences.	School provides clear rules and consequences.
13. Neighbourhood Boundaries	Neighbours take responsibility for monitoring and supervising infants' behaviour as they begin to play and interact outside the home.	Neighbours take responsibility for monitoring and supervising toddlers' behaviour as they begin to play and interact outside the home.	Neighbours encourage the child in positive, acceptable behaviour, as well as intervene in negative behaviour, in a supportive, nonthreatening way.	Neighbours and friends' parents help monitor the child's behaviour and provide feedback to the parent(s).	Neighbours take responsibility for monitoring the child's behaviour.	Neighbours take responsibility for monitoring young people's behaviour.

<p>14. Adult Role Models</p>	<p>Parents and other adults model positive, responsible behaviour.</p>	<p>Parents and other adults model positive, responsible behaviour.</p>	<p>Parent(s), caregivers, and other adults model self-control, social skills, engagement in learning, and healthy lifestyles.</p>	<p>Parent(s) and other adults model positive, responsible behaviour and encourage the child to follow these examples.</p>	<p>Parent(s) and other adults in the child's family, as well as nonfamily adults, model positive, responsible behaviour.</p>	<p>Parent(s) and other adults model positive, responsible behaviour.</p>
<p>15. Positive Peer Observation/ Relationship /Influence</p>	<p>Infants observe siblings and other children interacting in positive ways. They have opportunities to interact with children of various ages.</p>	<p>Toddlers observe siblings and other children interacting in positive ways. They have opportunities to interact with children of various ages.</p>	<p>Parent(s) and caregivers seek to provide opportunities for the child to interact positively with other children.</p>	<p>Parent(s) monitor the child's friends and encourage spending time with those who set good examples.</p>	<p>Child's closest friends model positive, responsible behaviour.</p>	<p>Young person's best friends model responsible behaviour.</p>
<p>16. Appropriate Expectations for Growth/Positive Expectations</p>	<p>Parents have realistic expectations for infants' development at this age. Parents encourage development without pushing infants beyond their own pace.</p>	<p>Parents have realistic expectations for toddlers' development at this age. Parents encourage development without pushing toddlers beyond their own pace.</p>	<p>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.</p>	<p>Parent(s), teachers, and other influential adults encourage the child to do her or his best in all tasks and celebrate their successes.</p>	<p>Parent(s) and teachers expect the child to do her or his best at school and in other activities.</p>	<p>Both parent(s) and teachers encourage the young person to do well.</p>

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<i>Constructive Use of Time</i>						
	Infant	Toddlers	Early Childhood (Ages 3-5)	Grade K-3 (Ages 5-9)	Middle Childhood (Ages 8-12)	Adolescent (Ages 12-18)
17. Creative Activities/Play and	Parents expose infants to music, art, or other creative aspects of the environment each day.	Parents expose toddlers to music, art, or other creative aspects of the environment each day.	The child has daily opportunities to play in ways that allow self-expression, physical activity, and interaction with others.	Child participates weekly in music, dance, or other form of artistic expression outside of school.	Child participates in music, art, drama, or creative writing two or more times per week.	Young person spends three or more hours per week in lessons or practice in music, theatre, or other arts.
18. Out-of-Home Activities/Child programs	Parents expose infants to limited but stimulating situations outside the home. The family keeps infants' needs in mind when attending events.	Parents expose toddlers to limited but stimulating situations outside the home. The family keeps toddlers' needs in mind when attending events.	The child experiences well-designed programs led by competent, caring adults in well maintained settings.	Child participates weekly in at least one sport, club, or organization within the school or community.	Child participates two or more times per week in co-curricular school activities or structured community programs for children.	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.

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<p>19. Religious Community-</p>	<p>The family regularly attends religious programs or services while keeping infants' needs in mind.</p>	<p>The family regularly attends religious programs or services while keeping toddlers' needs in mind.</p>	<p>The child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.</p>	<p>Child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development.</p>	<p>Child attends religious programs or services one or more times per week.</p>	<p>Young person spends one or more hours per week in activities in a religious institution.</p>
<p>20. Positive, Supervised Time at Home/Time at home</p>	<p>Parents supervise infants at all times and provide predictable, enjoyable routines at home.</p>	<p>Parents supervise toddlers at all times and provide predictable, enjoyable routines at home.</p>	<p>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.</p>	<p>Child spends time at home playing and doing positive activities with the family.</p>	<p>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.</p>	<p>Young person is out with friends "with nothing special to do" two or fewer nights per week.</p>

Internal Assets

Commitment to Learning

	Infant	Toddlers	Early Childhood (Ages 3-5)	Grade K-3 (Ages 5-9)	Middle Childhood (Ages 8-12)	Adolescent (Ages 12-18)
21. Achievement Expectation and Motivation/Motivation to Mastery	Family members are motivated to do well at work, at school, and in the community, and model their motivation for infants.	Family members are motivated to do well at work, at school, and in the community, and model their motivation for toddlers.	The child responds to new experiences with curiosity and energy, resulting in the pleasure of mastering new learning and skills.	Child is encouraged to remain curious and demonstrates an interest in doing well at school.	Child is motivated and strives to do well in school.	Young person is motivated to do well in school.
22. Children are Engaged in Learning (Learning Engagement)	Parents and family members model responsive and attentive attitudes at work, at school, in the community, and at home.	Parents and family members model responsive and attentive attitudes at work, at school, in the community, and at home.	The child fully participates in a variety of activities that offer opportunities for learning.	Child is enthused about learning and enjoys going to school.	Child is responsive, attentive, and actively engaged in learning at school and enjoys participating in learning activities outside of school.	Young person is actively engaged in learning.

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<p>23. Stimulating Activity/Home-Program Connection (Homework)</p>	<p>Parents encourage infants to explore and provide stimulating toys that match infants' emerging skills. Parents are sensitive to infants' dispositions, preferences, and level of development.</p>	<p>Parents encourage toddlers to explore and provide stimulating toys that match toddlers' emerging skills. Parents are sensitive to toddlers' dispositions, preferences, and level of development.</p>	<p>The child experiences security, consistency, and connections between home and out-of-home care programs and learning activities.</p>	<p>With appropriate parental support, child completes assigned homework.</p>	<p>Child usually hands in homework on time.</p>	<p>Young person reports doing at least one hour of homework every school day.</p>
<p>24. Enjoyment of Learning (Bonding to Programs/School)</p>	<p>Parents enjoy learning and model this through their own learning activities.</p>	<p>Parents enjoy learning and model this through their own learning activities.</p>	<p>The child forms meaningful connections with out-of-home care and educational programs.</p>	<p>Child is encouraged to have and feels a sense of belonging at school.</p>	<p>Child cares about teachers and other adults at school.</p>	<p>Young person cares about her or his school.</p>
<p>25. Reading for Pleasure</p>	<p>Parents read to infants in enjoyable ways every day.</p>	<p>Parents read to toddlers in enjoyable ways and find ways for toddlers to participate in enjoyable reading experiences.</p>	<p>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.</p>	<p>Child listens to and/or reads books outside of school daily.</p>	<p>Child enjoys and engages in reading for fun most days of the week.</p>	<p>Young person reads for pleasure three or more hours per week.</p>

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Positive Values						
	Infant	Toddlers	Early Childhood (Ages 3-5)	Grade K-3 (Ages 5-9)	Middle Childhood (Ages 8-12)	Adolescent (Ages 12-18)
26. Family Values Caring	Parents convey their beliefs about helping others by modeling their helping behaviours.	Parents convey their beliefs about helping others by modeling their helping behaviours.	The child begins to show empathy, understanding, and awareness of others' feelings.	Parent(s) help child grow in empathy, understanding, and helping others.	Parent(s) tell the child it is important to help other people.	Young person places high value on helping other people.
27. Family Values Equality and Social Justice	Parents place a high value on promoting social equality, religious tolerance, and reducing hunger and poverty while modeling these beliefs for infants.	Parents place a high value on promoting social equality, religious tolerance, and reducing hunger and poverty while modeling these beliefs for infants.	The child begins to show concern for people who are excluded from play and other activities or not treated fairly because they are different.	Parent(s) encourage child to be concerned about rules and being fair to everyone.	Parent(s) tell the child it is important to speak up for equal rights for all people.	Young person places high value on promoting equality and reducing hunger and poverty.
28. Family Values Integrity	Parents act on their convictions, stand up for their beliefs, and communicate and model this in the family.	Parents act on their convictions, stand up for their beliefs, and communicate and model this in the family.	The child begins to express her or his views appropriately and to stand up for a growing sense of what is fair and right.	Parent(s) help child develop her or his own sense of right and wrong behaviour.	Parent(s) tell the child it is important to stand up for one's beliefs.	Young person acts on convictions and stands up for her or his beliefs.

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<p>29. Family Values Honesty</p>	<p>Parents tell the truth and convey their belief in honesty through their actions.</p>	<p>Parents tell the truth and convey their belief in honesty through their actions.</p>	<p>The child begins to understand the difference between truth and lies, and is truthful to the extent of her or his understanding.</p>	<p>Parent(s) encourage child's development in recognizing and telling the truth.</p>	<p>Parent(s) tell the child it is important to tell the truth</p>	<p>Young person "tells the truth even when it is not easy."</p>
<p>30. Family Values Responsibility</p>	<p>Parents accept and take personal responsibility.</p>	<p>Parents accept and take personal responsibility.</p>	<p>The child begins to follow through on simple tasks to take care of her- or himself and to help others</p>	<p>Parent(s) encourage child to accept and take responsibility for her or his actions at school and at home.</p>	<p>Parent(s) tell the child it is important to accept personal responsibility for behaviour.</p>	<p>Young person accepts and takes personal responsibility.</p>
<p>31. Family Values Healthy Lifestyle (Self-Regulation)</p>	<p>Parents love children, setting the foundation for infants to develop healthy attitudes and beliefs about relationships. Parents model, monitor, and teach the importance of good health habits, and provide good nutritional choices and adequate rest and playtime.</p>	<p>Parents love children, setting the foundation for toddlers to develop healthy attitudes and beliefs about relationships. Parents model, monitor, and teach the importance of good health habits, and provide good nutritional choices and adequate rest and playtime.</p>	<p>The child increasingly can identify, regulate, and control her or his behaviours in healthy ways, using adult support constructively in particularly stressful situations.</p>	<p>Parents encourage child's growth in regulating her or his own emotions and behaviours and in understanding the importance of healthy habits and choices.</p>	<p>Parent(s) tell the child it is important to have good health habits and an understanding of healthy sexuality.</p>	<p>Young person believes it is important not to be sexually active or to use alcohol or other drugs.</p>

<i>Social Competencies</i>						
	Infant	Toddlers	Early Childhood (Ages 3-5)	Grade K-3 (Ages 5-9)	Middle Childhood (Ages 8-12)	Adolescent (Ages 12-18)
32. Planning and Decision Making (Observation)	Parents make all safety and care decisions for infants and model safe behaviour. As infants become more independently mobile, parents allow them to make simple choices.	Parents make all safety and care decisions for toddlers and model safe behaviour. As toddlers become more independently mobile, parents allow them to make simple choices.	The child begins to plan for the immediate future, choosing from among several options and trying to solve problems.	Parent(s) help child think through and plan school and play activities.	Child thinks about decisions and is usually happy with results of her or his decisions.	Young person knows how to plan ahead and make choices.
33. Interpersonal Observation (Skills/Competence)	Parents model positive, constructive interactions with other people. Parents accept and are responsive to how infants express their feelings, seeing those expressions as	Parents model positive, constructive interactions with other people. Parents accept and are responsive to how toddlers use actions and words to express their feelings,	The child cooperates, shares, plays harmoniously, and comforts others in distress.	Child seeks to build friendships and is learning about self-control.	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.	Young person has empathy, sensitivity, and friendship skills.

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	cues to infants' needs.	seeing those expressions as cues to toddlers' needs.				
34. Cultural Observation (Competence)	Parents know and are comfortable with people of different cultural, racial, and/or ethnic backgrounds, and model this to infants.	Parents know and are comfortable with people of different cultural, racial, and/or ethnic backgrounds, and model this to toddlers.	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.	Child continues to learn about her or his own cultural identity and is encouraged to interact positively with children of different racial, ethnic, and cultural backgrounds.	Child knows and is comfortable with people of different racial, ethnic, and cultural backgrounds and with her or his own cultural identity.	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. Resistance Observation (Skills)	Parents model resistance skills through their own behaviour.	Parents model resistance skills through their own behaviour.	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 behaviour.	Child is learning to recognize risky or dangerous situations and is able to seek help from trusted adults.	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.	Young person can resist negative peer pressure and dangerous situations.
36. Peaceful Conflict Resolution (Observation)	Parents behave in acceptable, nonviolent ways and assist infants in developing these skills by helping them solve problems when they're	. Parents behave in acceptable, non violent ways and assist infants in developing these skills by helping them solve problems when they're	The child begins to compromise and resolve conflicts without using physical aggression or hurtful language.	Child continues learning to resolve conflicts without hitting, throwing a tantrum, or using hurtful language.	Child seeks to resolve conflict non-violently.	Young person seeks to resolve conflict non-violently.

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	faced with challenging or frustrating circumstances	faced with challenging or frustrating circumstances.				
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<i>Positive Identity</i>						
	Infant	Toddlers	Early Childhood (Ages 3-5)	Grade K-3 (Ages 5-9)	Middle Childhood (Ages 8-12)	Adolescent (Ages 12-18)
37. Family/Child Has Personal Power	Parents feel they have control over things that happen in their own lives and model coping skills, demonstrating healthy ways to deal with frustrations and challenges. Parents respond to infants so toddlers begin to learn that they have influence over their immediate surroundings.	Parents feel they have control over things that happen in their own lives and model coping skills, demonstrating healthy ways to deal with frustrations and challenges. Parents respond to toddlers so toddlers begin to learn that they have influence over their immediate surroundings.	The child can make choices that give a sense of having some influence over things that happen in her or his life.	Child has a growing sense of having influence over some of the things that happen in her or his life.	Child feels he or she has some influence over things that happen in her or his life.	Young person feels he or she has control over “things that happen to me.”

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<p>38. Family/Child Models High Self-Esteem</p>	<p>Parents create an environment where infants can develop positive self-esteem, giving infants appropriate, positive feedback and reinforcement about their skills and competencies.</p>	<p>Parents create an environment where toddlers can develop positive self-esteem, giving toddlers appropriate, positive feedback and reinforcement about their skills and competencies.</p>	<p>The child likes her- or himself and has a growing sense of being valued by others.</p>	<p>Child likes herself or himself and feels valued by others.</p>	<p>Child likes and is proud to be the person that he or she is.</p>	<p>Young person reports having a high self-esteem.</p>
<p>39. Family/Child Has a Sense of Purpose</p>	<p>Parents report that their lives have purpose and demonstrate these beliefs through their behaviours. Infants are curious about the world around them.</p>	<p>Parents report that their lives have purpose and demonstrate these beliefs through their behaviours. Toddlers are curious and explore the world around them.</p>	<p>The child anticipates new opportunities, experiences, and milestones in growing up.</p>	<p>Child welcomes new experiences and imagines what he or she might do or be in the future.</p>	<p>Child sometimes thinks about what life means and whether there is a purpose for her or his life.</p>	<p>Young person reports that “my life has a purpose.”</p>
<p>40. Family/Child has a Positive View of Personal Future</p>	<p>Parents are hopeful and positive about their personal future and work to provide a positive future for</p>	<p>Parents are hopeful and positive about their personal future and work to provide a positive future for</p>	<p>The child finds the world interesting and enjoyable, and feels that he or she has a positive place in it.</p>	<p>Child has a growing curiosity about the world and finding her or his place in it.</p>	<p>Child is optimistic about her or his personal future.</p>	<p>Young person is optimistic about her or his personal future.</p>

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